

DOCUMENT RESUME

ED 164 684

UD 018 940

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TITLE Final Report. An Evaluation of the Title I Program Conducted at the Michigan Training Unit, Michigan Department of Corrections, Ionia, Michigan, 1977-1978.
SPONS AGENCY Michigan State Dept. of Corrections, Lansing.
PUB DATE 78
NOTE 290p.; Not available in hard copy due to reproduction quality of the original document
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrator Attitudes; *Adult Education; *Basic Skills; *Compensatory Education Programs; *Correctional Education; *Prisoners; Program Administration; Program Evaluation; Questionnaires; Secondary Education; Student Attitudes
IDENTIFIERS *Elementary Secondary Education Title I; *Michigan

ABSTRACT

This is an evaluation of the Title I Program of the Michigan Training Unit, a program designed to provide compensatory education in basic skills for young adult male prisoners. The evaluation provides information to enable decision-makers to maximize the efficiency and effectiveness of the program and considers whether the program fulfilled requirements established by funding legislation. Information collected concerning student demography, achievement, self-concept, and attitudes is tabulated, as is an inventory of staff, administrator and teacher awareness of Federal guidelines and local Title I programs. Questionnaires used in gathering most of the data are reprinted along with the numerical compilations of responses. Recommendations are made concerning goal delineation, criterion-reference testing, social development of students, evaluation of the pre-high school component, creation of a system to educate staff about government guidelines for Title I programs, improvement of affirmative action efforts, and restructuring of the organizational system. (WI)

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FINAL REPORT

AN EVALUATION OF THE TITLE I PROGRAM CONDUCTED AT
THE MICHIGAN TRAINING UNIT, MICHIGAN DEPARTMENT OF CORRECTIONS,
IONIA, MICHIGAN
1977-1978

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SUPPORTED BY A CONTRACT FROM THE MICHIGAN DEPARTMENT OF CORRECTIONS

WD018940

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TABLE OF CONTENTS

MICHIGAN DEPARTMENT OF CORRECTIONS	i
TABLE OF CONTENTS	ii
ACKNOWLEDGEMENTS	v
EVALUATOR'S DISCLAIMER	vi
EVALUATOR	vii
SECTION I: SUMMARY OF FINDINGS	1
-- STRENGTHS	2
-- WEAKNESSES	4
SECTION II: RECOMMENDATIONS FOR IMPROVEMENT	6
SECTION III: OVERVIEW	11
-- BACKGROUND	12
-- MICHIGAN TRAINING UNIT (M.T.U.)	12
-- FLOW CHART FOR ROUTING STUDENTS INTO TITLE I	16
SECTION IV: PROGRAM DESCRIPTION	17
-- ORGANIZATION/ADMINISTRATION AND PLANNING	18
-- ORGANIZATIONAL CHART: MICHIGAN TRAINING UNIT	22
-- PROGRAM COMPONENTS	23
SECTION V: EVALUATION PLAN	28
-- PURPOSE OF THE EVALUATION	29
-- TYPES OF DATA COLLECTED	30
-- SOURCES OF SURVEY DATA	32
-- PROGRAM OBJECTIVES	32

SECTION VI: ANALYSIS OF PRODUCT EVALUATION DATA	35
-- INTRODUCTION	36
-- OBJECTIVE NUMBER 1: NARRATIVE, DATA SUMMARY, ETHNIC DISTRIBUTION, AND ACCOUNTABILITY	37
-- OBJECTIVE NUMBER 2: NARRATIVE, DATA SUMMARY, ETHNIC DISTRIBUTION, AND ACCOUNTABILITY	38
-- OBJECTIVE NUMBER 3: NARRATIVE, DATA SUMMARY, ETHNIC DISTRIBUTION, AND ACCOUNTABILITY	39
-- OBJECTIVE NUMBER 4: NARRATIVE, DATA SUMMARY, ETHNIC DISTRIBUTION, AND ACCOUNTABILITY	40
-- OBJECTIVE NUMBER 5: NARRATIVE, DATA SUMMARY, ETHNIC DISTRIBUTION, AND ACCOUNTABILITY	41
SECTION VII: CRITERION-REFERENCED DATA	42
-- DIAGNOSTIC INVENTORY OF BASIC SKILLS	43
-- TEST SUMMARY	44
-- TEST ITEMS	59
SECTION VIII: ANALYSIS OF PROCESS EVALUATION DATA	71
-- INTRODUCTION	72
-- DATA SOURCES	72
-- NEEDS ASSESSMENT	74
-- PROJECT ADMINISTRATION AND PLANNING	77
-- PROJECT OBJECTIVES--RELATIONSHIPS AND DISSEMINATION	89
-- INSTRUCTIONAL MANAGEMENT	94
-- STAFF DEVELOPMENT	99

-- NON-INSTRUCTIONAL STAFF INVOLVEMENT	106
-- STUDENT INTERACTION	112
-- EVALUATION	116
APPENDIX A: AWARENESS INVENTORY	118
-- TITLE I TEACHERS	119
-- TITLE I AIDES	123
-- NON-INSTRUCTIONAL STAFF	127
-- REGULAR PROGRAM TEACHERS	131
-- ADMINISTRATORS	135
APPENDIX B: NON-INSTRUCTIONAL STAFF SURVEY	139
APPENDIX C: ADMINISTRATIVE STAFF SURVEY	147
APPENDIX D: REGULAR TEACHER SURVEY PART I	163
APPENDIX E: TITLE I TEACHER SURVEY PART I	182
APPENDIX F: TEACHER AIDE SURVEY PART I	201
APPENDIX G: REGULAR TEACHER SURVEY PART II	220
APPENDIX H: TITLE I TEACHER SURVEY PART II	230
APPENDIX I: TEACHER AIDE SURVEY PART II	241
APPENDIX J: SURVEY OF SCHOOL ATTITUDES	251
APPENDIX K: MACK "THINGS ABOUT MYSELF" SELF- CONCEPT INVENTORY	264
APPENDIX L: STUDENT QUESTIONNAIRE	274

ACKNOWLEDGEMENTS

Although one person takes responsibility for this report, it is important to acknowledge contributions of the following:

- Mr. George Outlaw, Title I Coordinator, for giving his support and assistance in conducting this evaluation.
- The Title I staff of the Michigan Training Unit for their input, trust, and wisdom.
- Ms. Susan Young and Ms. Sandra Longstreet for providing excellent secretarial assistance, reading and typing my many revisions, keeping track of a myriad of details, and by so doing freeing me to devote my attention to the analytic problems of this study.
- Mr. Mike York and other members of the Title I (compensatory education) staff, Michigan Department of Education who have faithfully monitored Title I.

This evaluation report was supported by a contract from the Michigan Department of Corrections. The views expressed herein are those of the evaluator and do not necessarily represent those of either the Michigan Department of Corrections or the Grand Valley State Colleges.

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SECTION I:
SUMMARY OF FINDINGS

SUMMARY OF FINDINGSStrengths

--It appeared that the project coordinator and the building principal did maintain lists of participating Title I students and documentation of services provided each pupil.

--Project planning did appear to involve various staff.

--There was evidence that regular monitoring of Title I project activities does take place.

--The project coordinator had established and maintained channels of communication.

--Title I objectives and activities appeared to be coordinated with the M.T.U.'s regular educational programs.

--Compliance, financial, evaluation and other information were available to facilitate planning.

--Classroom management systems generally included procedures which expedited individualized instructional programs, instructional systems characterized by diagnostic locator systems, objective-based instructional options or learning prescriptions, and systems for monitoring student progress.

--Instructional materials appeared well coordinated to M.T.U.'s program objectives, and were maintained in a manner making them readily accessible to staff members.

--Non-instructional staff reported that the teaching of reading and the teaching of mathematics seemed to be the most successful Title I services.

--The M.T.U.'s Title I program did appear to motivate students' interest in learning reading and mathematics.

--There did not appear to be a significant difference between Title I and regular program staff's perception of students.

--The M.T.U.'s Title I staff did appear to foster a positive self-concept in students.

--Positive student feelings about the M.T.U.'s Title I program appeared to enhance staff's effectiveness in providing supplementary Title I services.

--The approved Title I product evaluation was being implemented in the M.T.U. Title I project.

--Process evaluation designs were being implemented.

--Previous evaluation data was available for planning.

--Teacher aides reported that the teaching of reading and the teaching of mathematics were the most successful Title I services.

--Title I teachers reported that the teaching of reading and the teaching of mathematics were the most successful Title I services.

Weaknesses

--The project lacked a clear specification of who had administrative responsibility for the organization and operation of Title I services.

--The project lacked the accountability required in the planning and coordination of a state-wide delivery service.

--Criteria for program participation, as well as procedures for replacing students had been disseminated. Such information, however, was not adequately known by the range of staff involved in a correctional setting.

--Needs assessment data (as provided by the Department of Corrections' Reception and Guidance Center in Jackson, Michigan, and reported to institutions to facilitate selection/identification of Title I students) were insufficient in scope to adequately assess individual student needs.

--A need existed for more precise reporting, by specific pupil, of needs assessment data and Title I services provided between correctional institutions.

--The specific allocation of planning time for the development of the M.T.U.'s Title I project, which would afford the involvement of all appropriate persons, was a concern of a number of staff.

--To a limited degree, various staff were asked for program recommendations.

--Staff persons involved in Title I programs were only moderately aware of the product and process objectives for their components.

--Dissemination of Title I project information was minimal, thereby limiting staff and institutional awareness as well as the information necessary for effective program planning.

--Job specifications which have been developed for all Title I positions needed further delineation of qualifications for responsibilities in the Title I project.

--The M.T.U. project had established channels for expediting federal, state, and local communications pertaining to Title I, although in many instances those channels of communication were not effectively employed.

--Assessment of materials by staff prior to their purchase and/or use occurred as a procedure with varying degrees of regularity.

--Record keeping and reporting systems have been implemented for documenting student progress, although in some cases those systems were viewed as cumbersome and/or uninformative.

--The Title I program did not appear to have an on-going continuous development program to facilitate project effectiveness.

--The Title I staff demonstrated a need for more frequent (periodic) review of Title I, its rules, regulations, and guidelines.

--Paraprofessionals were not being provided extensive opportunities for in-service training with the professionals whom they assisted.

--The lack of specific Title I project descriptions, employing common descriptors, precluded the ability to study extensively the M.T.U.'s delivery system for planning purposes.

--Further methods must be sought for assisting non-instructional staff in reinforcing project learning activities, as evidenced by lack of non-instructional staff participation in and knowledge of Title I programs.

SECTION II:
RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATIONS FOR IMPROVEMENT

It appears that the Michigan Training Unit Title I program is generally making positive progress toward meeting its objectives and should have the continued support of Title I funding. However, there are a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the M.T.U. Title I project is to grow in the proper direction and be of optimum service to its students.

1. It appears to the evaluator that the procedures and processes used in the various program components are very diverse. A wide array of materials and instructional methods are used. The diverse program materials/methods may be meeting similar goals and achieving similar objectives. However, this is not obvious and is difficult to assess since specific goals and specific objectives do not exist for all program components (general objectives are stated in the proposal). It is therefore recommended that specific goals and delineated program objectives be developed for each program component as aids in the development of instructional systems, the delivery of instruction, systematic evaluation and more effective management. Such statements should be available by January of 1979 so that staff development activities can be designed to meet goal needs.
2. The M.T.U. Title I staff feels that the reading program is very successful for most of those students who remain in the program for an appreciable amount of time. Part of this success is

attributable to the reading teachers who have an excellent relationship with the students. As a consequence, no major curriculum recommendation for changes (except recommendation #1) are suggested for reading.

3. It is recommended that a sound criterion-referenced test be selected which will reflect individual student accomplishment. It is suggested that the test be coordinated with the goals and objectives developed in recommendation #1.
4. It is recommended that the project focus on development of better social adjustment, work habits, and self-confidence among the students.
5. While we have only limited achievement data on the pre-high school component, it is recommended that an evaluation of this component be conducted by the project staff and submitted to the Director of Title I services by January 1, 1979.
6. It is recommended that a comprehensive staff development system be instituted in the fall at the M.T.U. This staff development system would be specifically designed to orientate administrators, teachers, aides, etc., to legislation affecting Title I programs, "in-service" them on federal and state guidelines affecting the Title I program, review with them the local procedural planning and management system, develop responsibilities and timelines for all employees directly involved in the Title I program, and review the overall planning process of Title I activities. It is suggested that the building principal or his designee be responsible for developing this system.

7. It is recommended that a state-wide Title I workshop for building administrators, teachers, and teacher-aides be developed in order to: (1) share instructional methodologies and materials; (2) review federal and state Title I guidelines; (3) review the Title I evaluation as it relates to a building program; (4) plan modifications in the delivery of Title I services; and (5) review activities required in the coordination of a state-wide Title I endeavor.
8. It is recommended that a planning and evaluation team be developed at the M.T.U.³ The building principal should be responsible for selecting a minimum of two classroom teachers and two teacher-aides directly involved in the Title I program. This committee should: (1) assist in the planning, implementation and modification of the Title I project activities at the building level; (2) provide evidence of the Planning and Evaluation Team involvement in decisions affecting M.T.U. Title I activities. (3) assist the building principal in conducting evaluations relative to Title I; and, (4) assist in developing and disseminating descriptive information to M.T.U. regular program teachers, officers, residential managers, etc., concerning their Title I program.
9. It is recommended that the Director of Title I Services, in conjunction with the building principal, construct a format for monitoring the progress of Title I activities at the M.T.U. Upon completion, the Director of Title I Services should require the building principal to submit a monthly report describing the progress of Title I activities.

10. It is recommended that the Title I program should improve the affirmative action efforts regarding employment of minorities in all levels of the program.
11. It is recommended that a workshop on the utilization of planning time and team planning be developed for administrators, teachers and teacher-aides.
12. It is recommended that a clear specification of who has responsibility for the organization and coordination of Title I services be established. If the project contact-person is to maintain a leadership role, it is important that this person be given an administrative rating.
13. It is recommended that a definitive statement be written to describe the relationship between the Correction Department's Director of Title I Services and the M.T.U. Title I project, as the present interaction hinders the coordination and delivery of a state-wide Title I service.

SECTION III:
OVERVIEW

OVERVIEW

Background

In 1966, the Title I Elementary and Secondary Education Act was amended by P.L. 89-750 to provide services for neglected and delinquent children living in institutions. Accordingly, the Michigan Department of Corrections was permitted to supplement programs and services in meeting the special educational needs of individuals charged with violations of State law.

Title I funds for neglected and delinquent children are specifically meant to supplement, not supplant, the educational programs already available in institutions. Therefore, the institutions must maintain their previous level of effort to remain eligible for services provided with Federal funds. In all cases, pupils must be under the age of 21 years to be qualified for Title I funds.

Michigan Training Unit (M.T.U.)

The Michigan Training Unit is designed especially for young adult male offenders. Of the 850 men housed in the institution, approximately 650 are enrolled in the academic and vocational educational programs. Among these resident students, between 135 and 140 are enrolled, at any one time, in the Adult Basic Education program; 90 percent of this number are eligible to participate in the ESEA Title I compensatory education program and 75 percent are reported to be reading below the 8th grade level. Within the course of a fiscal year, this project may service as many as 700 students as the transfer or reassignment of inmates tends to act against a stable student pool.

The initial assessment of achievement is conducted at the Department of Correction's Reception and Guidance Center in Jackson, Michigan. Based on the data from the Stanford Achievement Test, three scores are reported for each inmate: A.G.E. score (average grade equivalent score), A.G.R. score (average grade equivalent in reading score), and A.G.M. score (average grade equivalent in mathematics score).

M.T.U.'s Title I project is operated within the Adult Basic Education program as a supplementary, individualized and tutorial component for remedial students whose A.G.E. score is below the 8.0 level. First priority for entry into the program is afforded to those students whose A.G.E. score is below the 6.0 grade level.

A man who is assigned to the Michigan Training Unit and meets the A.G.E. eligibility requirements for placement in the Title I program is given a pre-test (California Achievement Test), which determines his entry level skills in reading, language arts, and mathematics. From these data, and other informal observations made by the teachers, a diagnosis is made of the individual's learning needs, and an individualized prescriptive program is designed for the student.

An individual's program of study may be built upon any combination of the following components: reading, mathematics, language arts, reading in the content areas, physical education, and/or vocational training. A student's progress determines his assignment of classes. Enrollment limitations of 15 students (maximum) per class may at times restrict the mobility of students into certain classes. That is, the number of students of specific skills (outflow) in this hierarchy of instructional classes may not be equal to the number of students qualifying for a particular

class (inflow). As a result, significant numbers may be waiting to be admitted into the Title I program or individuals in the Title I program may be awaiting entry into a particular class.

The pre-high school class component was started nearly six months after initiation of this project period. It was designed to serve a group of students who had achieved a minimum A.G.E. of 6.5 but who had not yet attained an 8.5 level. Its primary purpose is to provide instruction on a slightly more advanced level and to afford an easier transition of the "high potential" student into the more advanced programs of the M.T.U.

The Michigan Training Unit conducts classes daily Monday through Friday from 8:20 a.m. until 3:00 p.m., twelve months of the year. There is no summer or extended holiday vacation period in the provision of educational services.

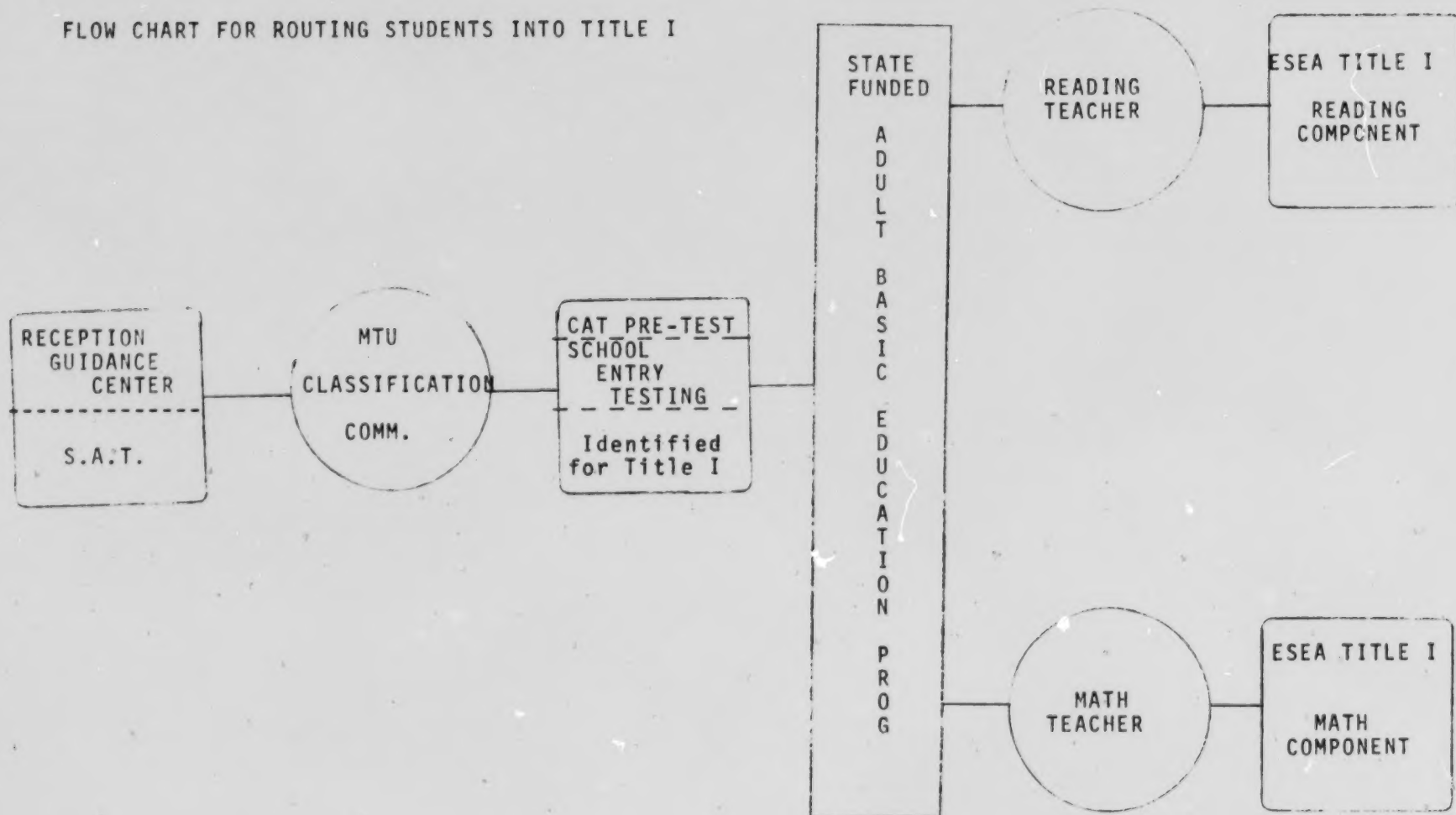
In addition to the formal school program, the resident student is able to participate in individual and group counseling, work assignments, and the recreational programs. However, students who participate in the school program receive thirty-one cents (31¢) per day of participation.

Once a student has taken the pre-test and is placed in the Adult Basic Education program, he is eligible for testing after a month. Whereas, a student will be tested only when the teacher is satisfied that he has completed enough of the course of study to raise his score significantly. In most cases, a student is re-tested as he is about to exit from the program. Individual data cards, consisting of the entry and exit test scores, performance objective record, and degree

of student interactional time, are maintained by the project.

A student who achieves an A.G.E. of 8.5 or better is removed from the Adult Basic Education program and the E.S.E.A. Title I component. At that time he will be eligible for placement in regular high school program, G.E.E. preparation program, advanced vocational/trade program, or a routine work assignment. Usually a man is assigned to a combination of these programs.

FLOW CHART FOR ROUTING STUDENTS INTO TITLE I



The following chapter will outline and describe the major components of the operating Title I program at the Michigan Training Unit. This information is based on sources such as the principal, reports submitted to federal and state agencies, and the evaluator's knowledge of program operations.

Organization/Administration and Planning

The Title I Management Model utilized in the Michigan Training Unit is designed to delegate the responsibility of program operations to the building principal. The responsibilities of the Title I program director in the Michigan Department of Corrections (Lansing Office) primarily includes the planning, organizing, and monitoring of the state-wide Title I program. The organization and operation of the M.T.U. Title I project is the responsibility of the building principal. The program director informs each principal of the resources allocated to the site based on need studies. The principal subsequently submits a plan for utilizing resources in the operation of the Title I program. The program director either approves the plan or requests modifications.

(See Organization Chart Michigan Training Unit)

23



Personnel
Personnel Aide 07
Pauline Haines

SUPERINTENDENT
Prison Warden 18
Richard A. Handlon

Secretary
Secretary IV
Marilyn Poole

Assistant Deputy
Prison Warden 13
Dan Bolden

PROGRAM MANAGER
CUSTODY AND SECURITY
Prison Warden 15
Henry Risley

Secretary
Secretary IVB
Barbara Parks

Training Lt.
Corr. Shift Supv. V
Gordon Nobis

Transportation
and Arsenal
Corr. Shift Supv. IVB
Robert Weber
Corr. Officer III
Chester Wesley
D. Webster

Shift Comm.
Corr. Shift Supv. VI
Carl Grisby

Corr. Shift Supv. V
Robert Nagy
Robert Slater

Corr. Shift Supv. IVB
Frank Tuttle
James Jeppesen

3 - Corr. Officer IIB
17 - Corr. Officer III

Shift Comm.
Corr. Shift Supv. VI
William Hartman

Corr. Shift Supv. V
Ross Horwood
B. Bollinger

Corr. Shift Supv. IVB
Raymond Cutler
Dean Nordberg
G. Conrad

13 - Corr. Officer IIB
17 - Corr. Officer III

Shift Comm.
Corr. Shift Supv. VI
Robert Klein

Corr. Shift Supv. V
Kenneth Reynolds
D. Talcott
Corr. Shift Supv. IVB
Ben. Newhall

28 - Corr. Officer

Vacancies - 6 Corrections Officer IIB
1 Corr. Shift Supv. IVB

Administrative Assistant
Corrections Executive 12
Vacant

Hearing Officer
Prison Counselor 11
Jimmy Stegall

Advocate
Adult Corr. Trainee 07
Carol Frederick

PROGRAM MANAGER
OF HOUSING UNITS
Prison Warden 13
Wallace Hoseth

Assistant Program Manager
Corr. Executive 12
Vacant

A-UNIT
Resident Unit Mgr.
Pr. Counselor 09
Patrick Foltz

B-UNIT
Resident Unit Mgr.
Pr. Counselor 11
Wilbert Knop

C-UNIT
Resident Unit Mgr.
Pr. Counselor 09
James Roberts

D-UNIT
Resident Unit Mgr.
Pr. Counselor 10
Dana Watters

E-UNIT
Resident Unit Mgr.
Pr. Counselor 11
Earle Jackson

F-UNIT
Resident Unit Mgr.
Pr. Counselor 09
Andrew Jackson

G-UNIT
Resident Unit Mgr.
Pr. Counselor 11
Allen Pohl

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 08
Bert Goodman

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 08
Felix Carrizales

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 08
Roger Gillespie

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 08
William Gray

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 09
Robert Warren

Ass't. Res. Unit Mgr.
Pr. Counselor
Aide 08
Dennis Lemke

Ass't. Res. Unit Mgr.
Vacant

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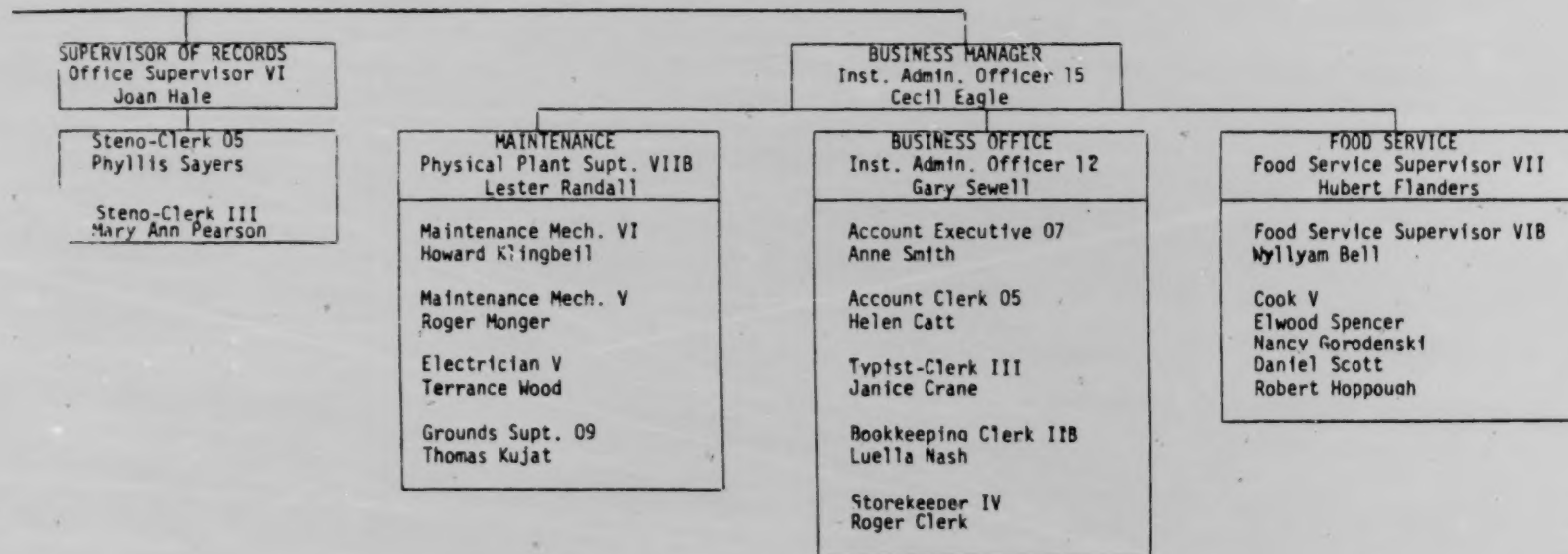
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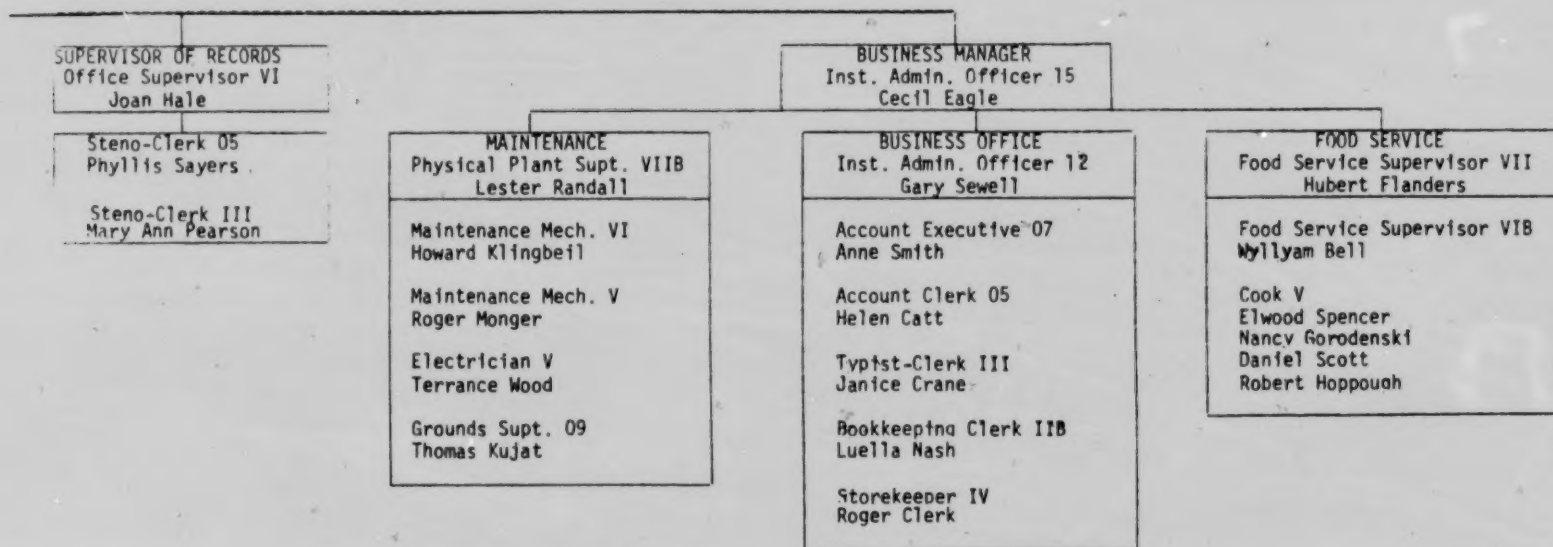
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RELIEF - 7

ORGANIZATIONAL CHART
MICHIGAN TRAINING UNIT
July 12, 1978



ORGANIZATIONAL CHART
MICHIGAN TRAINING UNIT
July 12, 1978



Program Components

The Title I program of the Michigan Training Unit comprises the following components: *

1. Basic Reading

Need:

Test records of incoming residents show that on the average 75 percent of the students assigned to the Michigan Training Unit read below the eighth grade level. The ability to succeed in school depends largely upon the student's ability to read and comprehend textual materials. A varied program of remedial reading services is needed to stimulate student motivation and to enhance success probabilities.

Procedure:

The basic reading teacher will, with assistance from the Title I aide, utilize a combination of E.D.L., various individualized software materials, and small group instruction. Multiple programming, designed to achieve the objectives will be used to provide the variation needed to motivate remedial students. After diagnosing the needs of an individual student, the teacher will prescribe a program for him. The student will progress from level to level by completing the objectives for that level. Students who are Title I eligible will be tutored individually by the Title I reading aide according to a schedule prepared by the teacher.

*As reported in the project's proposal.

II. Reading/Language Arts

Need:

Test results taken from the California Achievement Test indicates that 97% of those men assigned to the Adult Basic Education program fall below the eighth grade level in English skills. Encoding as well as decoding is an essential aspect of being able to read. A varied course of reading/language arts is needed to encourage encoding skills and promote success in reading.

Procedure:

The reading/language arts teacher, with assistance from the Title I aide, will utilize a combination of E.D.L., Activity Concept English publications, various individualized software materials and small group instruction. Multiple programming will be used to provide the variation needed to motivate remedial students. After assessing the student's needs, the teacher will plan a program for him. The student will progress from level to level by completing the objectives for that level. Students who are Title I eligible will be tutored individually by the Title I aide, according to a schedule prepared by the teacher.

III. Reading in the Content Areas

Need:

High school and G.E.D. preparation records maintained at the Michigan Training Unit indicate that at least 65% of the high school students who fail a social studies or science class do so because they are lacking the specific vocabulary and refined reading skills needed for success in the content areas. A class designed to teach the vocabulary and specific

reading skills is necessary if a student is to be able to complete advanced academic courses.

Procedure:

Students who have attained at least a 3.0 level in basic reading skills may be placed in this component of the Title I program. The teacher of reading in the content areas, with assistance from the Title I aide, will utilize a combination of methodologies, various individualized software materials, and small group instruction. Multiple programming will be used to provide the variation needed to motivate remedial students. After assessing the student's needs, the teacher will plan a program for him. The student will progress from level to level by completing the objectives for that level. Students who are Title I eligible will be tutored individually by the Title I aide, according to a schedule prepared by the teacher.

IV. Mathematics

Need:

Test scores taken from incoming residents at the Michigan Training Unit indicate that at least 65% of them are below the sixth grade level in mathematics. Eighty-eight percent of the new residents are below the eighth grade level. The ability to manipulate figures is becoming increasingly necessary for work situations as well as in everyday life. At the Michigan Training Unit it has been found that a student needs at least an eighth grade level in mathematics to succeed in either a vocational trade or a high school program.

Procedure:

The mathematics teacher, with assistance from the Title I aide, will utilize a combination of the E.D.L. mathematics program, various individualized software materials, and small group instruction. However, the mathematics component is different in that one teacher and the aide are both Title I employees. In the Title I mathematics class, only Title I eligible students will be enrolled. All other Adult Basic Education students in need of basic mathematics will be enrolled in the regular basic mathematics class. The total capacity of enrollment in the basic mathematics class is 38 students. Programming in both mathematics areas will be designed to achieve designated objectives. Students once placed will move from level to level after completing the skills for that level.

V. Pre-High School Preparation

Need:

School records maintained at the Michigan Training Unit show a definite need for a transitional type of program for students who are to go from Adult Basic Education into high school or G.E.D. preparation. The need is greatest in the areas of reading/language arts.

Procedure:

This phase of the Title I program will be implemented with one Title I teacher and one Title I aide. Classes will be in three hour blocks. The teacher, with assistance from the Title I aide, will utilize a combination of the pre-high school instructional programs, various individualized software materials, and small group instruction. Once

placed in the program, the student will progress from level to level as he completes the various skills and is able to score an exit A.G.E. of 8.5 or better. After reaching the exit score objective, the student will be placed in the regular high school and/or the G.E.D. preparation program.

EVALUATION PLAN

Purpose of the Evaluation

The intent of evaluation is to provide information to decision-makers in order to maximize the efficiency and effectiveness of educational programs. A primary function of evaluation activities, therefore, is to produce information for use by decision-makers to assist them in structuring resources in order to accommodate the needs and service requests of constituents and to describe outcomes of educational programs to assure that each pattern of resource allocation is sufficient to accomplish the program objectives which were addressed.

Historically, the evaluation of Title I programs for neglected and/or delinquent children has been minimal. In the absence of detailed program information, it was difficult to assess particularly successful elements of Title I programs, and to modify or terminate less effective program components. Effective management decisions and concrete planning were hampered by the lack of information concerning a specific institution's programs.

The purpose of the evaluation of the M.T.U. Title I program was basically twofold. Its first goal was that of maintenance of existing program funding; that is, monitoring the M.T.U. program to ascertain whether it fulfilled certain minimal requirements as established by the funding legislation. This portion of the study comprised a description of educational outcomes in terms of attendance, ethnic-racial group identification, academic achievement, and other pertinent data (product evaluation). The second, and more significant goal focused on improvement of educational services to all eligible pupils.

The model employed in the M.T.U. evaluation uses three major types of program assessment--product, process, and implementation evaluation. All three have common phases in the design, development, and implementation of studies, and all three utilize similar methodologies to collect and report information. They vary, primarily, in the categories of data emphasized, and perhaps, in the nature of the reporting.

Process evaluation activities form the nucleus of the M.T.U. Title I evaluation design. The emphasis of process studies is clearly upon identifying and observing process variables in order to determine factors which impede or facilitate successful program outcomes. Because of the nature of Title I itself, (i.e. Title I monies are usually expended to provide specific services to students on an individual basis rather than by a specific program designed and implemented to provide services to remediate specific problems in groups of students,) it has been difficult to document Title I services and oftentimes impossible to measure the effect these services have on the remediation of student weaknesses. Process studies, therefore, are an attempt to document and describe significant program activities affecting specific outcomes.

During the 1977-78 academic year, the evaluation sought to answer the following questions regarding the Title I program at the Michigan Training Unit:

1. What are selection criteria for Title I students?
2. On what achievement tests (results) are judgments based?
3. What degree of awareness exists at the Michigan Training Unit regarding the Title I program?
4. Who is involved in the selection process?
5. Does the M.T.U. have any particular methodologies for servicing Title I pupils which differ in any substantial manner from those used to service all students within the Adult Basic Education program?
6. Are the methodologies implicit or explicit, formally or informally communicated?
7. Are the methodologies widely disseminated among staff?
8. Are the methodologies dictated to staff or was the staff instrumental in their development?
9. Are methodologies implemented as proposed?
10. Are Title I students demonstrating measurable gains over past performance?

Types of Data Collected

31

The following provides a description of some of the instruments utilized in this evaluation and an overview of the data that were collected.

Type of Information	Method of Collection	Population
Demographic	Individual student record cards	n = 712
Achievement	California Achievement Test results as recorded on individual student record cards	n = 712
	Inventory of Basic Skills test results	n = 20 students
Self-concept	Mack "Things About Myself" Self-concept Inventory	n = 30 students
Attitude	Mack Survey of School Attitudes	n = 30 students
	Student Questionnaire	n = 20 students
Awareness of Federal Guidelines	Awareness Inventory	n = 10 officers n = 12 residential staff n = 10 teachers who receive T-1* students who complete program n = 8 institutional administrators n = 5 T-1 teachers n = 5 T-1 aides

* Abbreviation for Title I

Awareness of Local T-1 Program	Administrative Survey	n = 6 institutional administrators
	Non-instructional Survey	n = 22 officers and residential staff
	Instructional Survey: Part I	n = 10 teachers who receive T-1 students who complete program
		n = 5 T-1 teachers
		n = 5 T-1 aides
	Instructional Survey: Part II	n = 10 teachers who receive T-1 students who complete program
		n = 5 T-1 teachers
		n = 5 T-1 aides

Sources of Survey Data

The primary method of data collection included interviews with staff and students, on-site observations by the evaluator, and analyses of program management or instructional products. Survey information for this evaluation was collected from the following persons:

1. Institutional administrators (correctional/management and instructional), herein labeled Administrators.
2. Teachers who are not in the Adult Basic Education program, herein labeled Regular Program Teachers.
3. Teachers who are in the Adult Basic Education program, herein labeled Title I Teachers.
4. Instructional aides who are in the Adult Basic Education program, herein labeled Title I Aides.
5. Residential management staff, herein labeled Residential Staff.
6. Officers/guards, herein labeled Officers.
7. Residential staff and officers as a single data pool, herein labeled Non-instructional Staff.
8. Students identified as receiving Title I services, herein labeled as Title I Students.

Program Objectives

Program evaluation, of course, is centered upon clear and measurable program objectives. The ultimate intent of evaluation activities is to provide meaningful information to decision-makers regarding the success of the program in attaining those objectives.

Program product and process objectives for the Title I project in the Michigan Training Unit are provided below:

Product Objectives

1. The reading program will strive to increase the reading ability of those students enrolled, one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.
2. The reading/language arts component will strive to increase the encoding skills and related English skills one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.
3. The reading in the content areas component will strive to increase the content area reading skills of a student one grade equivalent unit (through 8.0 level) for each four weeks he is enrolled as measured by the California Achievement Test of Adult Basic Education.
4. The mathematics component will strive to raise the mathematical skills of students enrolled in the course one grade equivalent unit for each four weeks a student is enrolled as measured by the California Achievement Test.
5. The pre-high school preparation class will enroll students from the regular Adult Basic Education program who have a minimum A.G.E. of 6.5. This component will strive to raise the level of those students enrolled one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.

Process Objectives

1. A Title I instructional aide will provide an average of one-half hour of individualized instruction per week per assigned student in reading, as measured by the aide's scheduling chart.
2. A Title I instructional aide will provide an average of one-half hour of individualized instruction per week per assigned student in language arts as measured by the aide's scheduling chart.
3. A Title I instructional aide will provide an average of one-half hour of individualized instruction per week per assigned student in reading in the content areas as measured by the aide's scheduling chart.
4. A Title I instructional aide will provide an average of one-half hour of individualized instruction per week per assigned student in pre-high school preparation as measured by the aide's scheduling chart.

5. A Title I instructional aide will provide an average of one-half hour of individualized instruction per week per assigned student in mathematics as measured by the aide's scheduling chart.
6. The Title I mathematics teachers will provide 1500 minutes of instruction per week and 300 minutes of diagnosis and prescription writing per week as measured by individual student program charts.
7. The Title I pre-high school teacher will provide 1500 minutes of instruction per week and 300 minutes of diagnosis and prescription writing per week as measured by individual student program charts/cards.

ANALYSIS OF PRODUCT EVALUATION DATA

The charts appearing on the following pages are a synopsis of student achievement data gained through standardized tests administered during the project year. The pages have been arranged according to the product performance objectives as they appeared in the 1977-78 proposal. Whereever possible, applicable gain scores have been reported.

Achievement data presented in this section was culled from Title I reporting forms which were submitted by the M.T.U. It is being included in this evaluation study merely as descriptive and/or baseline data to indicate the general achievement levels of Title I students.

The tables immediately following present the descriptive data previously mentioned.

Objective Number 1

Narrative

The reading program will strive to increase the reading ability of those students enrolled, one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.

Data Summary

Months in Program		Achievement Gain [*]		Gain Per Month [*]	
Mean	Stand.Dev.	Mean	Stand.Dev.	Mean	Stand.Dev.
3.714	8.093	1.795	1.666	.970	1.193

Based on 11 months of program accomplishment (9-1-77 to 8-1-78).

* Grade Equivalent Units.

Ethnic Distribution

White		Black		Spanish/Latin		Native American		Asian		Total
N	%	N	%	N	%	N	%	N	%	N
55	38%	88	61%	1	-1%	0	0%	0	0%	144

Accountability

Data suggests possible accomplishment of this objective.

Objective Number 2

Narrative

The reading/language arts component will strive to increase the encoding skills and related English skills one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.

Data Summary

Months in Program		Achievement Gain [*]		Gain Per Month [*]	
Mean	Stand. Dev.	Mean	Stand. Dev.	Mean	Stand. Dev.
2.783	2.542	1.985	1.409	1.167	1.120

[#]Based on 11 months of program accomplishment (9-1-77 to 8-1-78).

* Grade Equivalent Units.

Ethnic Distribution

White		Black		Spanish/Latin		Native American		Asian		Total
N	%	N	%	N	%	N	%	N	%	N
60	29%	141	68%	5	2%	1	-1%	0	0%	207

Accountability

Data highly suggests accomplishment of this objective.

Objective Number 3

40

Narrative

The reading in the content areas component will strive to increase the content area reading skills of a student one grade equivalent unit (through 8.0 level) for each four weeks the student is enrolled as measured by the California Achievement Test of Adult Basic Education.

Data Summary

Months in Program		Achievement Gain [*]		Gain Per Month [*]	
Mean	Stand. Dev.	Mean	Stand. Dev.	Mean	Stand. Dev.
2.673	2.233	1.876	1.204	1.069	.950

Based on 11 months of program accomplishment (9-1-77 to 8-1-78).

* Grade Equivalent Units.

Ethnic Distribution

White		Black		Spanish/Latin		Native American		Asian		Total
N	%	N	%	N	%	N	%	N	%	N
65	34%	124	65%	2	1%	0	0%	0	0%	191

Accountability

Data highly suggests accomplishment of this objective.

Objective Number 4

Narrative

The mathematics component will strive to raise the mathematical skills of students enrolled in the course one grade equivalent unit for each four weeks a student is enrolled as measured by the California Achievement Test.

Data Summary

Months in Program		Achievement Gain [*]		Gain Per Month [*]	
Mean	Stand. Dev.	Mean	Stand. Dev.	Mean	Stand. Dev.
3.079	2.511	2.373	1.640	1.122	1.085

Based on 11 months of program accomplishment (9-1-77 to 8-1-78).

Ethnic Distribution

White		Black		Spanish/Latin		Native American		Asian		Total
N	%	N	%	N	%	N	%	N	%	N
Percents reflect rounding error.										
112	32%	231	66%	9	3%	1	-1%	0	0%	353

Accountability

Data highly suggests accomplishment of this objective.

Objective Number 5

Narrative

The pre-high school preparation class will enroll students from the regular Adult Basic Education program who have a minimum A.G.E. of 6.5. This component will strive to raise the level of those students enrolled one grade equivalent unit for each four weeks the student is enrolled as measured by the California Achievement Test.

Data Summary

Months in Program		Achievement Gain *		Gain Per Month *	
Mean	Stand. Dev.	Mean	Stand. Dev.	Mean	Stand. Dev.
1.793	.886	1.300	1.432	.863	1.082

Based on 3 months of program operation (5-1-78 to 8-1-78).

* Grade Equivalent Units.

Ethnic Distribution

White		Black		Spanish/Latin		Native American		Asian		Total
N	%	N	%	N	%	N	%	N	%	N
Percents reflect rounding error.										
13	45%	16	55%	0	0%	0	0%	0	0%	29

Accountability

Data suggests possible accomplishment of this objective.

SECTION VII:
CRITERION-REFERENCED DATA

CRITERION-REFERENCED DATA

The Diagnostic Inventory of Basic Skills (a criterion-referenced measured) was administered to 20 randomly selected students.

Assessments took approximately 2½ hours per individual, and covered selected areas (common for all students) deemed important in validating norm-referenced testing in the Title I program. Each skill area in the Diagnostic Inventory of Basic Skills has been arranged in a developmental and sequential hierarchy.

This criterion-referenced measure was selected because it had been written:

- a. to assess basic readiness and academic skills in key subject areas from kindergarten to sixth grade levels;
- b. to provide a systematic performance record, expressed in grade level terms, for diagnosis and evaluation;
- c. to define instructional objectives in precise terms in order to effectively measure a student's performance in a given subject area;
- d. to determine the student's level of achievement, readiness to advance or need for reinforcement;
- e. to serve as a guide to the teacher in the design of an instructional program to meet the specific needs of the student.

Criterion-referenced test data suggest a low relationship between reported test scores and actual skill competencies.

II. Reading*

A. Word Recognition

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample</u> <u>At Level</u>
A-1 Word Recognition			
	K=	4	20
	1=	3	15
	2=	4	20
	3=	3	15
	4=	0	0
	5=	6	30
	6=	1	5
A-2 Basic Sight Vocabulary			
	K=	0	0
	1=	5	25
	2=	5	25
	3+=	10	50
A-3 Direction Words			
	K=	1	5
	1=	5	25
	2=	5	25
	3=	5	25
	4=	4	20
	5+=	0	0
A-4 Abbreviations			
	K=	2	10
	1=	3	15
	2=	6	30
	3=	4	20
	4=	4	20
	5=	0	0
	6+=	1	5
A-5 Contractions			
1 and Below	=	6	30
2	=	9	45
3 and Above	=	5	25
A-6 Common Signs			
1 and Below	=	8	40
2	=	4	20
3	=	1	5
4 and Above	=	7	35

* First items administered in the testing.

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
B. Reading			
B-1 Oral Reading Level			
Primer =		2	10
1 =		5	25
2 =		4	20
3 =		3	15
4 =		1	5
5 =		3	15
6 =		2	10
B-2 Reading Comprehension Level			
Primer =		2	10
1 =		5	25
2 =		4	20
3 =		2	10
4 =		2	10
5 =		3	15
6 =		2	10
C. Word Analysis			
C-1 Auditory Discrimination			
Below K =		0	0
K and Above =		20	100
C-2 Initial Consonant Sounds Auditory			
Readiness and Below =		3	15
1 and Above =		17	85
C-3 Initial Consonant Sounds Visually			
Readiness and Below =		3	15
1 and Above =		17	85
C-4 Substitution of Initial Consonant Sounds			
Readiness and Below =		4	20
1 and Above =		16	80
C-5 Ending Sounds Auditorily			
Readiness =		2	10
1 =		6	30
2 =		7	35
3 and Above =		5	25

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
C-6 Knowledge of Vowels			
Readiness =		5	25
1 and Above =		15	75
C-7 Short Vowel Sounds			
Readiness =		8	40
1 and Above =		12	60
C-8 Long Vowel Sounds			
Readiness =		7	35
1 and Above =		13	65
C-9 Initial Clusters Auditorily			
Readiness =		3	15
1 =		6	30
2 =		2	10
3 and Above =		9	45
C-10 Initial Clusters Visually			
Readiness =		2	10
1 =		7	35
2 =		1	5
3 and Above =		10	50
C-11 Substitution of Initial Cluster Sounds			
Readiness =		3	15
1 =		3	15
2 =		1	5
3 and Above =		13	65
C-12 Digraphs and Diphthongs			
Readiness =		2	10
1 =		6	30
2 =		2	10
3 and Above =		10	50
C-13 Phonetic Irregularities			
Readiness =		5	25
1 =		4	20
2 =		4	20
3 and Above =		7	35
C-14 Common Endings of Rhyming Words			
Readiness =		2	10
1 =		3	15
2 =		3	15
3 and Above =		12	60

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
C-15 Suffixes			
Readiness =		2	10
1 =		3	15
2 =		5	25
3 and Above =		10	50
C-16 Prefixes			
Readiness =		2	10
1 =		3	15
2 =		3	15
3 =		2	10
4 =		2	10
5 and Above =		8	40
C-17 Meaning of Prefixes			
Readiness =		7	35
1 =		4	20
2 =		3	15
3 =		1	5
4 =		0	0
5 and Above =		5	25
C-18 Number of Syllables Auditorily			
Readiness =		6	30
1 =		3	15
2 =		2	10
3 and Above =		9	45
C-19 Syllabication Concepts			
Readiness =		7	35
1 =		3	15
2 =		4	20
3 =		1	5
4 and Above =		5	25
D. Vocabulary			
D-1 Context Clues			
1 =		2	10
2 =		5	25
3 =		2	10
4 =		3	15
5 =		4	20
6 and Above =		4	20

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
D-2 Classification			
Readiness =		2	10
1 =		2	10
2 =		0	0
3 =		2	10
4 =		3	15
5 =		2	10
6 =		3	15
7 =		6	30
D-3 Analogies			
Readiness =		2	10
1 =		0	0
2 =		3	15
3 =		5	25
4 =		4	20
5 =		4	20
6 and Above =		0	0
7 and Above =		2	10
D-4 Antonyms			
Readiness =		2	10
1 =		2	10
2 =		2	10
3 =		5	25
4 =		3	15
5 =		1	5
6 and Above =		3	15
7 and Above =		2	10
D-5 Homonyms			
1 =		5	25
2 =		2	10
3 =		4	20
4 =		3	15
5 =		2	10
6 and Above =		4	20

III. Language Arts

A. Handwriting

A-1 Writing Cursive Letters, Lower Case

Readiness =	1	5
3 and Above =	19	95

<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
A-2 Writing Cursive Letters, Upper Case		
Readiness =	1	5
3 and Above =	19	95
A-3 Personal Data Writing		
Readiness =	2	10
1 =	2	10
2 =	0	0
3 =	3	15
4 =	1	5
5 and Above =	12	60
B. Grammar Mechanics		
B-1 Capitalization		
Readiness =	8	40
1 =	4	20
2 =	2	10
3 =	4	20
4 and Above =	2	10
B-2 Punctuation		
Readiness =	9	45
1 =	9	45
2 =	0	0
3 =	2	10
4 and Above =	0	0
B-3 Parts of Speech		
2 and Below =	17	85
3 =	3	15
4 =	0	0
5 and Above =	0	0
C. Spelling		
C-1 Spelling - Initial Consonants		
Readiness =	3	15
1 and Above =	17	85
C-2 Spelling - Initial Clusters		
Readiness =	4	20
1 =	5	25
2 =	9	45
3 and Above =	2	10

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
C-3 Spelling Suffixes			
Readiness =		5	25
1 =		5	25
2 =		4	20
3 =		4	20
4 =		1	5
5 and Above =		1	5
C-4 Spelling - Prefixes			
2 and Below =		12	60
3 =		0	0
4 =		5	25
5 =		2	10
6 and Above =		1	5
D. Reference Skills			
D-1 Alphabetical Order			
Readiness =		3	15
1 =		5	25
2 =		5	25
3 =		4	20
4 and Above =		3	15
D-2 Dictionary Use			
2 and Below =		8	40
3 =		10	50
4 =		1	5
5 and Above =		1	5
D-3 Reference Books - Uses Index			
3 and Below(yes) =		7	35
4 and Above (no) =		13	65
D-4 Reference Skills - Uses Encyclopedia			
yes =		4	20
no =		16	80
D-5 Parts of a Book - Location			
1 and Below =		16	80
2 =		0	0
3 =		2	10
4 =		1	5
5 and Above =		1	5

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
D-6 Parts of a Book -Purpose			
1 and Below =		15	75
2 =		2	10
3 =		1	5
4 =		1	5
5 and Above =		1	5
D-7 Outlining			
4 and Below =		20	100
5 =		0	0
6 and Above =		0	0
D-8 Graphs			
3 and Below =		20	100
4 =		0	0
5 =		0	0
6 and Above =		0	0
D-9 Maps			
1 and Below =		3	15
2 =		2	10
3 =		1	5
4 =		8	40
5 and Above =		6	30
IV. Mathematics			
B. Numbers			
B-1 Rote Counting			
Readiness =		0	0
1 and Above =		20	100
B-2 Counting Objects			
Readiness =		0	0
1 and Above =		20	100
B-3 Sets			
Readiness =		0	0
1 and Above =		20	100
B-4 Numerals in Sequential Order			
Readiness =		0	0
1 and Above =		20	100
B-5 Number Words			
Readiness =		0	0
1 =		2	10
2 and Above =		18	90

<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
B-6 Ordinal Numbers		
Readiness =	0	0
1 =	1	5
2 and Above =	19	95
B-7 Recognition of Numerals - Reads		
Readiness =	0	0
1 =	0	0
2 =	8	40
3 =	3	15
4 =	5	25
5 =	2	10
6 and Above =	2	10
B-8 Recognition of Numerals - Writes		
Readiness =	0	0
1 =	2	10
2 =	6	30
3 =	2	10
4 =	5	25
5 =	2	10
6 and Above =	3	15
B-9 Counting		
1 and Below =	2	10
2 =	11	55
3 and Above =	7	35
B-10 Roman Numerals - Reads		
Yes =	0	0
No =	20	100
B-11 Fractional Numerals		
1 and Below =	6	30
2 =	6	30
3 =	2	10
4 and Above =	6	30
B-12 Fractional Parts		
1 and Below =	7	35
2 =	7	35
3 =	1	5
4 and Above =	5	25
B-13 Decimals		
3 and Below =	11	55
4 =	3	15
5 =	3	15
6 and Above =	3	15

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
C. Operations			
C-1 Addition Combinations			
Readiness =		0	0
1 =		3	15
2 and Above =		17	85
C-2 Addition of Whole Numbers			
1 and Below =		1	5
2 =		6	30
3 =		1	5
4 and Above =		12	60
C-3 Subtraction Combinations			
Readiness =		2	10
1 =		3	15
2 =		2	10
3 and Above =		13	65
C-4 Subtraction of Whole Numbers			
1 and Below =		2	10
2 =		8	40
3 =		8	40
4 and Above =		2	10
C-5 Multiplication Combinations			
2 and Below =		2	10
3 and Above =		18	90
C-6 Multiplication of Whole Numbers			
2 and Below =		3	15
3 =		6	30
4 =		5	25
5 =		1	5
6 and Above =		5	25
C-7 Division Combinations			
2 and Below =		1	5
3 =		6	30
4 and Above =		13	65
C-8 Division of Whole Numbers			
2 and Below =		7	35
3 =		6	30
4 =		4	20
5 =		1	5
6 and Above =		2	10

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
C-9 Addition of Fractions			
3 and Below =		12	60
4 =		7	35
5 =		1	5
6 and Above =		0	0
C-10 Subtraction of Fractions			
3 and Below =		12	60
4 =		7	35
5 =		1	5
6 and Above =		0	0
C-11 Conversion of Fractions			
4 and Below =		19	95
5 =		0	0
6 and Above =		1	5
C-12 Multiplication of Fractions			
4 and Below =		19	95
5 =		0	0
6 and Above =		1	5
C-13 Division of Fractions			
5 and Below =		20	100
6 and Above =		0	0
C-14 Addition of Decimals			
4 and Below =		14	70
5 =		5	25
6 and Above =		1	5
C-15 Subtraction of Decimals			
4 and Below =		14	70
5 =		5	25
6 and Above =		1	5
C-16 Multiplication of Decimals			
5 and Below =		14	70
6 and Above =		6	30
C-17 Division of Decimals			
5 and Below =		17	85
6 and Above =		3	15

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
D. Measurement			
D-1 Recognition of Money			
Readiness =		0	0
1 =		0	0
2 and Above =		20	100
D-2 Value of Coins			
Readiness =		0	0
1 =		0	0
2 =		3	15
3 and Above =		17	85
D-3 Relationships of Coins			
Readiness =		0	0
1 =		0	0
2 =		2	10
3 and Above =		18	90
D-4 Making Change			
2 and Below =		6	30
3 =		8	40
4 =		5	25
5 and Above =		1	5
D-5 Telling Time (includes through D-9)			
Readiness =		2	10
1 =		5	25
2 =		3	15
3 and Above =		1-	50
D-10 Relationships of Time Units			
Readiness =		0	0
1 =		2	10
2 =		4	20
3 and Above =		14	70
D-11 Conversion of Time Units			
3 and Below =		7	35
4 =		9	45
5 and Above =		4	20
D-12 Figures Future Time			
2 and Below =		8	40
3 =		9	45
4 =		2	10
5 =		0	0
6 and Above =		1	5

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
D-13 Figures Past Time			
2 and Below =		9	45
3 =		8	40
4 =		3	15
5 =		0	0
6 and Above =		0	0
D-14 Days, Months, Seasons			
Readiness =		0	0
1 =		5	25
2 =		4	20
3 and Above =		11	55
D-15 Relationships of Calendar Units			
1 and Below =		2	10
2 =		4	20
3 =		7	35
4 =		5	25
5 and Above =		2	10
D-16 Uses of Calendar			
3 and Below =		2	10
4 =		10	50
5 and Above =		8	40
D-17 Location of Special Events on Calendar			
2 and Below =		2	10
3 =		10	50
4 and Above =		8	40
D-18 Measurement with Ruler			
1 and Below =		2	10
2 =		3	15
3 =		10	50
4 =		5	25
5 and Above =		0	0
D-19 Relationships of Linear Measurement Units			
1 and Below =		13	65
2 =		4	20
3 =		2	10
4 =		1	5
5 and Above =		0	0

	<u>Grade</u>	<u>Number</u>	<u>Percent of Sample At Level</u>
D-20 Conversion of Linear Measurement			
2 and Below =		13	65
3 =		5	25
4 =		1	5
5 and Above =		1	5
D-21 Relationships of Liquid Measurement			
1 and Below =		20	100
2 and Above =		0	0
D-22 Conversion of Liquid Measurement			
1 and Below =		20	100
2 and Above =		0	0
D-23 Relationships of Weight Units			
3 and Below =		19	95
4 =		1	5
5 and Above =		0	0
D-24 Conversion of Weight Units			
4 and Below =		20	100
5 and Above =		0	0
D-25 Thermometer			
1 and Below =		0	0
2 =		0	0
3 =		4	20
4 =		10	50
5 and Above =		6	30

I. READINESS

TEST PAGE

1	2	Color Recognition: *Red Blue Green Yellow Orange Purple Brown Black Pink Gray White ¹ .
2	3-4	Visual Discrimination: *□ □ □ □ T L I D G N 1 's d d e no new bed when saw ² .
3	5-6	Visual Motor Skills: *Draws: Circle, Plus Sign, Square, ¹ Triangle, ² Diamond, ³ Double Triangle ⁴ .
4	7	Visual Memory: *o o+ o-I 'Io+- o+-TI ² .
5	8	Body Image: <i>Picture includes:</i> *head legs eyes nose mouth arms trunk 'hands ears ² neck feet ³
6	9	Gross Motor Coordination: *Walks line, Jumps on both feet, Hops right foot, Hops left foot, 'Skips ² .
7	10	Identification of Body Parts: *Nose Hands Eyes Teeth Mouth Head Legs Back Stomach Chin Jaw Arm Knee Shoulder Ankle Hips 'Heel Elbow Wrist ² .
8	11	Directional/Positional Skills: *Up, Over, Above, Down, In, Out, Top, Behind, Right, Left, 'Front, Back, Under, Beneath, Beside, Forward, Backward, Next to ² .
9	12	Fine Motor Skills: Puts on coat, Buttons, Ties shoes, Zipper, Uses scissors, Laces shoes.
10	13	Verbal Fluency: *Two words in combination, Phrases, Short sentences, Asks simple questions, 'Shares past experiences in logical sequential order with understandable speech ² .
11	14	Verbal Directions: <i>Remembers and executes how many verbal directions:</i> *1 2 3 4 ¹ .
12	15-16	Articulation of Sounds: *P B M W / H T D N / K G NG Y / F J WH S / Z 'V TH SH / L ² CH R BR / ³ ST SK SP TR ⁴ .
13	17	Personal Data Response: <i>Gives verbally:</i> *Name, Age, Address, Phone number, 'Birthday, Brothers, Sisters, Parents ² .
14	18	Sentence Memory: <i>Repeats sentences of how many syllables:</i> *2 4 6 '8 10 ² 12 14 ³ 16 ⁴ 18 20 ⁵ .
15	19	Counting: <i>Counts by rote to:</i> *1 2 3 4 5 6 7 8 9 10 ¹ .
16	19	Alphabet: <i>Recites to:</i> *A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ¹ .

TEST PAGE

I. READINESS (continued)

17 20	Numeral Recognition: Recognizes: *1 2 3 4 5 6 7 8 9 10 ¹ .
18 20	Number Comprehension: Matches quantity with symbol: *1 2 3 4 5 '6 7 8 9 10 ² .
19 21	Recognition of Lower Case Letters: *o a d g q b p c e l t i f j n m r h u v w y x z k s ¹ .
20 22	Recognition of Upper Case Letters: *O A D G Q B P C E L T I F J N M R H U V W Y X Z K S ¹ .
21 22	Writing Name: *First 'Last Middle ²
22 22	Numbers in Sequence: Writes numerals sequentially to: *1 2 3 4 5 '6 7 8 9 10 ² .
23 23	Lower Case Letters by Dictation (Manuscript): 'o a d g q b p c e l t i f j n m r h u v w y x z k s ¹ .
24 23	Upper Case Letters by Dictation (Manuscript): 'O A D G Q B P C E L T I F J N M R H U V W Y X Z K S ¹ .

II. READING

TEST PAGE

A. WORD RECOGNITION

A-1 25	Word Recognition Grade Level Test: Grade level: _____					
	1	2	3			
	go	day	game	always	year	common
	him	baby	here	any	teacher	drew
	two →	food	next	sent	write	hour
	was	walk	around	our	hungry	ocean
	look	open	myself	every	should	silent

II. READING (continued)

4		5		6	
divide	price	behave	business	excellent	participate
reward	since	desire	calm	accomplish	commercial
improve →	develop	escape	certainly	discussed	abolish
served	future	marriage	amuse	applause	necessity
entered	tailor	important	retained	consequence	apparatus

A-2 26-29 Basic Sight Vocabulary: Number of 250 words recognized: _____

^p to	'do	by	father	think	yes	² after	its	street	give	³ use	know	gray	draw
the	up	into	then	work	went	day	play	tree	sit	fall	found	ate	grow
in	for	his	came	make	run	were	made	call	keep	first	house	thank	fine
and	one	had	no	blue	three	write	must	cold	bed	birthday	hot	try	gave
he	they	like	come	them	put	only	been	home	bird	small	together	kind	hurry
you	two	did	when	an	jump	would	ride	find	want	laugh	please	show	wish
it	be	him	some	around	help	an	walk	man	door	friend	better	cut	seem
at	me	her	get	ball	six	very	soon	may	does	five	something	shall	those
is	too	old	have	long	black	has	fly	car	pets	hold	every	far	hear
we	go	as	there	cat	brown	feet	dinner	drink	read	circle	pull	goes	start
she	down	baby	about	once	kitten	many	where	stop	head	don't	always	fall	sure
see	mother	but	from	saw	now	again	their	milk	off	could	looked	buy	own
on	my	this	here	green	before	right	save	us	four	bring	best	answer	animal
not	little	with	who	going	children	pretty	why	tell	round	our	hand	feel	both
can	was	will	just	eat	name	any	on	these	book	got	because	never	guess
said	big	dog	or	away	new	take	let	night	open	water	fast	done	morning
that	so	what	if	how	over	back	daddy	which	funny	much	love	hope	until ⁴
are	box	out	girl	say	ran	under	well	school	cake	other	sleep		

II. READING (continued)

A-3 30	Direction Words: Number of 37 direction words recognized: _____ ¹ color read count find ² paste place choose turn ³ list follow divide ⁴ measure draw circle show open match copy trace hold check touch fold select write mark cut print put close underline start cross sign bend crease complete ⁵
A-4 31	Abbreviations: Number of 57 abbreviations recognized: _____ ¹ Mr. Sat. Wed. Jan. Dec. A.M. ⁴ Rev. No. oz. yd. wk. ³ Chap. Capt. Dept. Mrs. Fri. Thurs. Aug. Nov. P.M. Mt. qt. lb. mi. yr. Jr. Ave. Govt. ² Dr. Sun. Tues. Feb. U.S. a.m. St. pt. doz. sec. tsp. Sr. Blvd. Inc. Ms. Mon. ³ Oct. Sept. U.S.A. p.m. P.O. gal. in. hr. tbsp. Gen. Bldg. M.D. ⁶ Supt. ⁷
A-5 32	Contractions: Grade level: _____ ² I'm can't don't shouldn't doesn't isn't ³ you'd he's mustn't I've hasn't we'll it's won't aren't you're we'd here's I'll hadn't you'll haven't who's they're that's let's what's ⁴ I'd didn't couldn't wasn't wouldn't weren't they're we're
A-6 33-34	Common Signs: Number of 40 signs recognized: _____ ¹ GO STOP ² WOMEN TOILET ³ FIRST AID FIRE ALARM ⁴ EMERGENCY EXIT BEWARE OF DOG IN EXIT DANGER KEEP OUT DANGEROUS DON'T WALK FIRE ESCAPE WATCH YOUR STEP OUT WAIT POISON GENTLEMEN FOR SALE NO SWIMMING DO NOT TOUCH EMPLOYEES ONLY HOT WALK LADIES TELEPHONE BUS STOP WET PAINT DO NOT ENTER NO TRESPASSING MEN POLICE WARNING RESTROOMS HANDS OFF NO ADMITTANCE HIGH VOLTAGE FIRST AID STATION ⁵

B. READING

B-1 35-41	Oral Reading Level: Reads comfortably at what grade level: primer first second third fourth fifth sixth.
B-2 35-41	Reading Comprehension Level: primer first second third fourth fifth sixth.
B-3 42	Oral Reading Rate: Number of words per minute: _____

II. READING (continued)

C. WORD ANALYSIS

C- 1 43	Auditory Discrimination: 'm b h j g r s d n f c(k) p l t y w z v k q c(s) a e i o u ¹ .
C- 2 44	Initial Consonant Sounds Auditorily: 'm b h j g 'r s d n f c(k) p l t y w z v k q c(s) ² .
C- 3 45-46	Initial Consonant Sounds Visually: 'm b h j g / 'r s d n f / c(k) c(s) p l t y w / z v k q ² .
C- 4 47-50	Substitution of Initial Consonant Sounds: 'm b h j g 'r / s d n f c(k) c(s) / p l t y w / z v k q ² .
C- 5 51	Ending Sounds Auditorily: 't n b d r s k m p l ² g x / st ng ch ck nk nd nt ld sh ² lt mp th ⁴ .
C- 6 52	Vowels: <i>Knows:</i> 'a e i o u ² . (y)
C- 7 53	Short Vowel Sounds: 'a e i o u, single vowel rule ² .
C- 8 54	Long Vowel Sounds: 'a e i o u, final e rule _____; a e i o u, double vowel rule _____. ²
C- 9 55	Initial Clusters Auditorily: 'sh wh th(v) th(u) st sw gr sp fl gl sl pl cl ' / bl tr cr sc dr ch fr pr br sm ² sk wr qu / spr thr scr shr str ³ spl squ ⁴ .
C-10 56-57	Initial Clusters Visually: 'sh wh th(v) th(u) st / sw gr sp fl gl / sl pl cl bl tr / cr sc dr ch fr / pr br sm ² sk wr / qu spr thr scr shr / str ³ spl squ ⁴ .
C-11 58-61	Substitution of Initial Cluster Sounds: 'sh wh th(v) th(u) st sw gr sp / fl gl sl pl cl bl tr cr / sc dr ch fr pr br sm ² sk / wr qu spr thr scr shr str ³ spl squ ⁴ .
C-12 62	Digraphs and Diphthongs: 'ee al ² ea oa oo(ü) / oo(ü) ew ow(ö) ay oy / oi ou ow(aü) ie(i) aw / ue ³ ie(ē) ir ur or ⁴
C-13 63	Phonetic Irregularities: 'c(s) g(j), ² silent l t k h b gh w, ph(f) ³ gh(f) dge(j) tion(shun) y(i), silent g ⁴ .
C-14 64-66	Common Endings of Rhyming Words: 'ot an at ig ad / ike old ool out en / ame et ust ink ake / ² ound all ong eat ow / ent un ut ump ix / ack ew ay ite ould / ight ide ave ell ind / ar ade op it eep / ook ed et in ing / and ull ³ est ive ate / ank ow own aw ean / art ine oon ime ug / ark ip ag op eed / og od ip id am / amp end ick ock ill ⁴ .
C-15 67	Suffixes: <i>Adds:</i> 's ed(t) ed(d) ing es er ² ly ness less / est ful ³ y n en ies ward ment th ⁴ .

TEST PAGE

II. READING (continued)

C-16 68	Prefixes: Adds: ¹ un ² in dis mis im re ³ pre / co de en ⁴ ir inter ⁵ anti semi ⁶ .
C-17 69	Meaning of Prefixes: ¹ un ² in dis mis im re ³ pre / co de en ⁴ ir inter ⁵ anti semi ⁶ .
C-18 70	Number of Syllables Auditorily: ¹ one ² two ³ three.
C-19 71-72	Syllabication Concepts: ¹ One vowel-one syllable, ² one diphthong-one syllable, ³ double consonants, two consonants-two vowels, ⁴ one consonant between two vowels, three vowels-three syllables ⁵ .

D. VOCABULARY

D- 1 73	Context Clues: 1 2 3 4 5 6 7 8 9 10 11 12. Grade level: _____
D- 2 74-75	Classification: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24. Approximate grade level: _____
D- 3 76-77	Analogies: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24. Approximate grade level: _____
D- 4 78-79	Antonyms: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24. Approximate grade level: _____ 25 26 27 28.
D- 5 80	Homonyms: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24. Approximate grade level: _____

III. LANGUAGE ARTS

TEST PAGE

A. HANDWRITING

A- 1 82	Writing Cursive Letters, Lower Case: ¹ a b c d e f g h i j k l m n o p q r s t u v w x y z ⁴ .
A- 2 82	Writing Cursive Letters, Upper Case: ¹ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ⁴ .
A- 3 83	Personal Data in Writing: ¹ Name ² address age phone ³ birthdate school grade ⁴ teacher room sex ⁵ date parent signature ⁶ .

III. LANGUAGE ARTS (continued)

B. GRAMMAR MECHANICS

B - 1	84 - 85	Capitalization: ¹ Beginning of sentences, names of people, ² days of the week, ³ months, special days, streets, cities, states, countries, titles of people, titles of books, ⁴ special groups ⁵ .
B - 2	86	Punctuation: ¹ Period: after sentence, abbreviation, initial. ² Question mark. ² Commas: between date and year, city and state. ⁴ Exclamation point. ³ Quotation marks. ³ Apostrophe.
B - 3	87	Parts of Speech: ³ Noun pronoun ⁴ verb adjective adverb conjunction preposition ⁵ interjection ⁶ .

C. SPELLING

C - 1	88	Spelling Dictation Grade Placement Test. Grade level: _____																																															
C - 2	89	Spelling — Initial Consonants: ¹ m b h j g r s d n f c(k) c(s) p l t y w z v k q ² .																																															
C - 3	90	Spelling — Initial Clusters: ¹ sh wh th(v) th(u) st sw gr sp fl gl sl pl cl / bl tr cr ² sc dr ch fr pr br sm sk wr qu / ³ spr thr scr shr str spl squ ⁴ .																																															
C - 4	91- 92	Spelling — Suffixes: Adds: <table><tr><td>¹s</td><td>ing</td><td>es (after ch)</td><td>ly</td><td>ful</td><td>f (to v + es)</td></tr><tr><td>↓ ²ed(t)</td><td>ing (double cons.)</td><td>es (after x)</td><td>ly (y to i)</td><td>y</td><td>ion</td></tr><tr><td>ed (d)</td><td>ing (silent e)</td><td>es (y to i)</td><td>ness</td><td>n</td><td>able</td></tr><tr><td>↓ ³ed (double cons.)</td><td>es (after s)</td><td>er</td><td>less</td><td>³en</td><td>ance</td></tr><tr><td>ed (silent e)</td><td>es (after ss)</td><td>⁴er (to form noun)</td><td>est</td><td>ward</td><td>al (dropping e)</td></tr><tr><td></td><td>es (after sh)</td><td>er (e ending)</td><td></td><td>ment</td><td>ent</td></tr><tr><td></td><td></td><td></td><td></td><td>th</td><td>ish⁶.</td></tr></table>						¹ s	ing	es (after ch)	ly	ful	f (to v + es)	↓ ² ed(t)	ing (double cons.)	es (after x)	ly (y to i)	y	ion	ed (d)	ing (silent e)	es (y to i)	ness	n	able	↓ ³ ed (double cons.)	es (after s)	er	less	³ en	ance	ed (silent e)	es (after ss)	⁴ er (to form noun)	est	ward	al (dropping e)		es (after sh)	er (e ending)		ment	ent					th	ish ⁶ .
¹ s	ing	es (after ch)	ly	ful	f (to v + es)																																												
↓ ² ed(t)	ing (double cons.)	es (after x)	ly (y to i)	y	ion																																												
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ed (silent e)	es (after ss)	⁴ er (to form noun)	est	ward	al (dropping e)																																												
	es (after sh)	er (e ending)		ment	ent																																												
				th	ish ⁶ .																																												
C - 5	93	Spelling — Prefixes: Adds: ² un ⁴ in dis mis ⁵ im re ⁶ pre co de en ir inter anti semi ex ⁷ .																																															

D. REFERENCE SKILLS

D - 1	94	Alphabetical order: ¹ Letters, ² consecutive first letters, not consecutive first letters, ³ same first letter, same first two letters, ⁴ same first three letters, same first four letters, same first five letters ⁵ .
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TEST PAGE

III. LANGUAGE ARTS (continued)

D- 2	95- 96	Dictionary Use: ¹ Recognizes, locates guide words, uses guide words, syllabicates, uses accent marks, ⁴ uses pronunciation key, ³ finds synonym, finds antonym, determines parts of speech ⁶ .
D- 3	97	Reference Books — Index: ⁴ Uses index.
D- 4	98	Reference Skills — Encyclopedia: Uses encyclopedia ⁵ .
D- 5	99	Parts of a Book — Location: ² Table of contents, ³ title page, ⁴ index, publisher information, ⁵ glossary ⁶ .
D- 6	99	Parts of a Book — Purpose: ² Table of contents, ³ title page, ⁴ index, publisher information, ⁵ glossary ⁶ .
D- 7	100	Outlining: ¹ Topic, ² subtopic ⁷ .
D- 8	101	Graphs: ⁴ Recognizes types, reads bar graph, reads line graph, ³ reads circle graph, ⁵ reads pictograph ⁷ .
D- 9	102-103	Maps: ² Recognizes, ⁴ uses symbols, knows directions, ⁵ maintains orientation, recognizes map of U.S., ¹ locates home state, ³ uses scale.

IV. MATH

TEST PAGE

A. GRADE LEVEL

A- 1 105 Math Grade Level Test: Grade level: _____

B. NUMBERS

B- 1	106	Rote Counting: Counts by rote to: ¹ 10 ² 20 30 40 50 60 ³ 70 80 90 100 ² .
B- 2	107	Counting Objects: ¹ 3 ² 6 8 12 16 24 ² .
B- 3	108	Sets: Joins: ¹ 3 ² 4 5 6 7 8 9 10 ² .
B- 4	109	Numerals in Sequential Order: Writes to: ¹ 10 ² 20 30 40 50 60 70 80 90 100 ² .
B- 5	110	Number Words: Reads: ¹ one two three four five ² six seven eight nine ten ² .
B- 6	111	Ordinal Numbers: Knows: ¹ first ² second third fourth fifth ³ sixth seventh eighth ninth tenth ² .

IV. MATH (continued)

B - 7	112-113	Recognition of Numerals: Reads numbers to: *9 199 2999 29,999 499,999 999,999 9,999,999.
B - 8	114	Dictation of Numerals: On request, writes to: *9 199 2999 29,999 499,999 999,999 9,999,999.
B - 9	115	Counting: Counts by: 2's to 20, 5's to 50, 3's to 30, 4's to 40, 6's to 60, 7's to 70, 8's to 80, 9's to 90.
B - 10	116	Roman Numerals: Reads to: XII L C D M.
B - 11	117	Fractional Numerals: Recognizes fractional numerals with denominator of: 2 3 4 5 6 7 8.
B - 12	118	Fractional Parts: Recognizes fractional parts with denominator of: 2 3 4 5 6 7 8.
B - 13	119	Decimals: Reads: 4Tenths, 5hundredths, thousandths, 6ten thousandths.

C. OPERATIONS

C - 1	120	Addition Combinations: Knows sums to: 6 8 10 12 15 18.
C - 2	121	Addition of Whole Numbers: 2 digits without renaming, 3 numbers without renaming, 2 digits with 1 renaming, 3 digits with 1 renaming, 4 digits with 2 renamings, 4 digits with 3 renamings.
C - 3	122	Subtraction Combinations: Knows minuend to: 6 8 10 12 15 18.
C - 4	123	Subtraction of Whole Numbers: 2 digits without renaming, 3 digits without renaming, 2 digits with 1 renaming, 3 digits with 1 renaming, 3 digits with 2 renamings, 4 digits with 3 renamings.
C - 5	124	Multiplication Combinations: Knows: 2's 3's 4's 5's 6's 7's 8's 9's.
C - 6	125	Multiplication of Whole Numbers: 2 digits times 1 digit without carrying, 2 digits times 1 digit with carrying, 3 digits times 2 digits with carrying, 3 digits times 3 digits with carrying.
C - 7	126	Division Combinations: Knows divisors to: 2 3 4 5 6 7 8 9.
C - 8	127	Division of Whole Numbers: 2 digits by 1 digit with remainder, 2 digits by 2 digits with remainder, 3 digits by 2 digits without zero in divisor, 3 digits by 2 digits with zero in divisor, 4 digits by 3 digits.

IV. MATH (continued)

FRACTIONS

C-9 128	Addition of Fractions: ¹ Like fractions, ² unlike fractions, mixed number without renaming, ³ mixed number with renaming ⁷ .
C-10 129	Subtraction of Fractions: ¹ Like fractions, ² unlike fractions, mixed number without renaming, ³ mixed number with renaming ⁷ .
C-11 130	Conversion of Fractions: ¹ To lowest terms, to higher terms, improper fraction to mixed number, ² mixed number to improper fraction ⁷ .
C-12 131	Multiplication of Fractions: ¹ Whole number by proper fraction, proper fractions, ² mixed numbers ⁷ .
C-13 132	Division of Fractions: ¹ Whole number by proper fraction, whole number by mixed number, mixed number by mixed number ⁷ .

DECIMALS

C-14 133	Addition of Decimals: ¹ Tenths, hundredths, tenths and hundredths, thousandths, ² hundredths and thousandths ⁷ .
C-15 134	Subtraction of Decimals: ¹ Tenths, hundredths, tenths and hundredths, thousandths, ² hundredths and thousandths ⁷ .
C-16 135	Multiplication of Decimals: ¹ Whole number times tenths, tenths times tenths, mixed numbers, tenths and hundredths ⁷ .
C-17 136	Division of Decimals: ¹ With tenths in dividend, with hundredths in dividend, with tenths in divisor ⁷ .

D. MEASUREMENT

MONEY

D-1 137	Recognition of Money — By Name: ¹ penny nickel dime ² quarter half-dollar dollar bill ³ . — By Value: ¹ penny nickel dime ² quarter half-dollar dollar bill ³ .
D-2 138	Value of Coins: ¹ 5 pennies, ² 5 nickels, 5 dimes, ³ 5 quarters, 5 half dollars ⁴ .

IV. MATH (continued)

D-3 139	Relationships of Coins: ¹ 1 nickel = 5 pennies, ² 1 dime = 2 nickels, 1 dime = 10 pennies, 1 quarter = 25 pennies, 1 quarter = 5 nickels, ³ 1 half-dollar = 5 dimes, 1 half-dollar = 2 quarters ⁴ .
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D-4 140	Making Change: <i>On purchases less than:</i> ² \$1.00 ⁴ \$10.00 ⁵ \$100.00.
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TIME

D-5-141-145 D-9	Telling Time: <i>Tells time to:</i> ¹ Hour, half-hour, ² quarter-hour, ³ five minutes, minute ⁴ .
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D-10 146	Relationships of Time Units: ² 1 hour = 60 min., $\frac{1}{2}$ hr. = 30 min., 1 day = 24 hrs., ³ 1 min. = 60 sec., $\frac{1}{4}$ hr. = 15 min. ⁴ .
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D-11 146	Conversion of Time Units: ⁴ Min. to hr., hr. to min., ⁵ sec. to min., min. to sec. ⁶ .
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D-12 147	Future Time: <i>Figures future time to:</i> ³ Hour, ⁴ half-hour, ⁵ quarter-hour, ⁶ five minutes ⁷ .
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D-13 148	Past Time: <i>Figures past time to:</i> ³ Hour, ⁴ half-hour, ⁵ quarter-hour, ⁶ five minutes ⁷ .
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CALENDAR

D-14 149	Days, Months, Seasons: <i>Names in order:</i> ¹ Days of the week, ² seasons of the year, ³ months of the year ⁴ .
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D-15 149	Relationships of Calendar Units: ² 1 week = 7 days, ³ 1 mo. = 30 days, 1 yr. = 12 mos., ⁴ 1 yr. = 365 days, ⁵ 1 yr. = 52 wks. ⁶ .
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D-16 150	Use of Calendar: <i>Uses calendar to determine:</i> ⁴ Day of the week, ⁵ day of the month ⁶ .
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D-17 150	Location of Special Events on Calendar: ² Birthday, Christmas, Thanksgiving, ⁴ New Year's Day, month school begins, month school ends ⁵ .
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LINEAR MEASUREMENT

D-18 151-152	Measurement with Ruler: <i>Measures to the nearest:</i> ² Inch ³ $\frac{1}{2}$ inch ⁴ $\frac{1}{4}$ inch ⁵ $\frac{1}{8}$ inch ⁶ .
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D-19 153	Relationships of Linear Measurement Units: ² 1 ft. = 12 in., ³ 1 yd. = 3 ft., ⁴ 1 yd. = 36 in., ⁵ 1 mi. = 5280 ft. ⁶ .
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D-20 153	Conversion of Linear Measurement Units: ² In. to ft., ft. to in., ⁴ yds. to ft., ft. to yds., ⁵ yds. to in., in. to yds. ⁶ .
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IV. MATH (continued)

LIQUID MEASUREMENT

D-21	154	Relationships of Liquid Measurement Units: ¹ 1 qt. = 2 pts., ¹ 1 gal. = 4 qts., 1 pt. = 2 cups, 1 gal. = 8 pts., ⁴ 1 gal. = 16 cups ⁵ .
D-22	154	Conversion of Liquid Measurement Units: ² Pts. to qts., qts. to pts., qts. to gals., ³ gal. to qts., cups to pts., pts. to cups ⁴ .

WEIGHT MEASUREMENT

D-23	155	Relationships of Weight Units: ⁴ 1 lb. = 16 oz., ⁵ 1 ton = 2000 lbs. ⁶ .
D-24	155	Conversion of Weight Units: ⁵ Oz. to lbs., lbs. to oz., lbs. to tons ⁶ .

TEMPERATURE

D-25	156	Thermometer: ² Recognizes, ² knows use, ⁴ knows temperature relationships, ⁵ reads thermometer ⁶ .
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E. GEOMETRY

TWO DIMENSIONAL

E-1	157	Square (Two Dimensional): ⁴ Recognizes, ³ reads diagram, ⁴ computes perimeter, ⁵ computes area ⁶ .
E-2	157	Rectangle (Two Dimensional): ⁴ Recognizes, ³ reads diagram, ⁴ computes perimeter, ⁵ computes area ⁶ .
E-3	158	Triangle (Two Dimensional): ⁴ Recognizes, ³ reads diagram, ⁴ computes perimeter, ⁵ computes area ⁶ .
E-4	158	Circle (Two Dimensional): ⁴ Recognizes, ⁴ reads diagram, ⁵ computes circumference, ⁵ computes area ⁷ .

THREE DIMENSIONAL

E-5	159	Cube (Three Dimensional): ⁴ Recognizes, reads diagram, ⁵ computes area, ⁵ computes volume ⁷ .
E-6	159	Rectangular Prism (Three Dimensional): ⁴ Recognizes, reads diagram, ⁵ computes area, ⁵ computes volume ⁷ .
E-7	160	Triangular Prism (Three Dimensional): ⁴ Recognizes, reads diagram, ⁵ computes area, ⁵ computes volume ⁷ .
E-8	160	Cylinder (Three Dimensional): ⁴ Recognizes, reads diagram, ⁵ computes area, ⁵ computes volume ⁷ .

Introduction

The purpose of this chapter is to summarize process evaluative data gained through a variety of procedures. The data are organized to substantiate a number of conclusions regarding eight (8) program characteristics:

1. Needs Assessment
2. Project Administration and Planning
3. Performance Objectives--Relationships and Dissemination
4. Instructional Management
5. Staff Development
6. Non-instructional Staff Involvement
7. Student Interaction
8. Evaluation

Data Sources

The conclusions were drawn by the evaluator, based on data from thirteen (13) sources, viz:

- TI1 Instructional survey given to Title I teachers which provides perceptual or subjective information concerning knowledge of the local Title I program: part one of a two-part survey (Appendix E).
- TI2 Part two of the instructional survey given to Title I teachers (Appendix H).
- TA1 Instructional survey given to Title I teacher aides which provides perceptual or subjective information concerning knowledge of the local Title I program: part one of a two-part survey (Appendix F).
- TA2 Part two of the instructional survey given to Title I aides (Appendix I).
- RT1 Instructional survey given to regular program teachers which provides perceptual or subjective information concerning knowledge of the local Title I program: part one of a two-part survey (Appendix D).

- RT2 Part two of the instructional survey given to regular program teachers. (Appendix G)
- AS Administrative Survey, a survey which provides perceptual or subjective information concerning knowledge of the local Title I program. AS was given to administrators (correctional/management and instructional). (Appendix C)
- AW Awareness Inventory, an inventory which established knowledge of Federal Title I rules and regulations. AW was given to Title I teachers, Title I instructional aides, regular program teachers, administrators, and non-instructional staff. (Appendix A)
- SC Mack "Things About Myself" Self-concept Inventory which was given to a sample of students identified as receiving Title I services. (Appendix K)
- SA Mack Survey of School Attitudes which was given to a sample of students identified as receiving Title I services. (Appendix J)
- SQ Student Questionnaire, a general questionnaire which provides students' opinions about the local Title I program. (Appendix L)
- EV Evaluator observations gained through interactions with project staff at the Michigan Training Unit.

The symbols shown above will be used in the following section to identify the source of data used to substantiate each conclusion for each program characteristic.

Needs Assessment

An important aspect of a total evaluation system for a Title I program is needs assessment. Needs assessment activities should accurately identify children in the district exhibiting greatest educational need, establish priorities in meeting those needs, provide criteria for program criteria for program participation, and develop procedures for replacing students who leave or are transferred out of the program. Additionally, an updated list of all participating students, and the services they are receiving, should be maintained on file by both the project coordinator^{*} and individual building principal.

- I. From data collected in this study, it appears that the project coordinator^{*} and the building principal do maintain lists of participating Title I students. At the initial phase of this evaluation there was only minimal recording of services received by each student. However, a revision in the data management system increased the degree of detail and documentation of services provided each pupil. As well, the Superintendent's office maintains individual case studies on all students.

--Supportive evidence includes:

EV The evaluator established that the principal and project coordinator (teachers and aides, also) could product lists of names, and specific services provided participating students. (See Appendix G, Student Record Form)

- II. Criteria for program participation, as well as procedures for replacing students have been disseminated. Such information, however, is not adequately known by the range of staff involved in a corrections setting.

--Supportive evidence includes:

TII, The level of student mobility indicates the need for TAI & AS greater knowledge of replacement procedures (7,7, and 7 respectively^{**}).

*The term "project coordinator" may alternately be used to describe the project contact-person.

**Refers to items in the various surveys.

- TI1 Only forty percent (40%) of the Title I teachers had been provided a review of the purposes of Title I, its rules, regulations, and guidelines and the Title I program which was approved for M.T.U. (54). Forty percent (40%) of the teachers had access to the Title I needs assessment data (39).
- TI2 Twenty percent (20%) of the teachers played a role in selecting/identifying Title I students (19).
- TA1 Sixty percent (60%) of the aides had been provided a review of the purposes of Title I, its rules, regulations, and guidelines and the Title I program which was approved for M.T.U. (54). All (100%) of them had access to the Title I needs assessment data (39).
- TA2 None (zero %) of the teacher aides played a role in identifying/selecting Title I students (19).
- AS Administrators cited a relatively high involvement in the identification and selection process, but fifty percent (50%) did not recall having been provided with written selection criteria for Title I student participation, as well as procedures for replacing students (27).
- NI Eighty-two percent (82%) of the non-instructional staff indicated that they were familiar with the Title I program (2). When asked to describe the program, they stated the following purposes:
 1. To assist students with academic deficiencies.
 2. To provide basic education for those who cannot read or write.
 3. To help those with a low I.Q.
 4. To obtain money for financing education at M.T.U.

III. Needs assessment data (as provided by the Department of Corrections' Reception and Guidance Center in Jackson, Michigan) and reported to institutions to facilitate selection/identification of Title I students are insufficient in scope to adequately assess individual student needs.

--Supportive evidence includes:

- EV Achievement information which is sent to institutions to facilitate the process of identifying and selecting Title I

participants usually consists of overall test scores in reading and mathematics, indicating only general academic needs, and failing to identify specific individual strengths and weaknesses. M.T.U.'s testing of Title I participants (for the purpose of identifying strengths and weaknesses) was observed to take as long as two weeks before academic needs were identified.

- IV. A need exists for more precise reporting by specific pupil of needs assessment data and an accounting of Title I services between correctional institutions.

--Supportive evidence includes:

T11, AS & TAI As previously indicated, administrators, Title I teachers and aides report relatively high levels of mobility among students (7,7, and 7 respectively).

EV Staff members have expressed some degree of difficulty in incorporating into their own instructional mode pupils from other institutions whose delivery systems (both Title I and regular program) differ substantially from their own. The difficulties which arise stem from a lack of knowledge of what services were deemed necessary and precisely to what extent, and by which means, services were provided.

Project Administration and Planning

Essential to the success of any project is effective and efficient administration. Effective administration can be thought of as encompassing the following:

- a. Establishing and maintaining effective planning procedures.
- b. Developing policies and procedures to monitor all Title I activities.
- c. Maintaining accurate files on all previous and current project activities.
- d. Coordinating Title I goals and objectives with the school's regular program.
- e. Involving all appropriate individuals (teachers, aides, officers, administrators, residential managers, etc.) in the planning and implementation of project programs and activities.
- f. Maintaining clear lines of authority and leadership.
- g. Maintaining the institution's role in a state-wide delivery system.
- I. Project planning did appear to involve various staff, although there was a need to expand the participation to include appropriate persons to the degree intended by Title I.

--Supportive evidence includes:

TI1 Eighty percent (80%) of the teachers indicated that all appropriate staff were involved (37). All (100%) of the Title I teachers reported that a Title I Advisory Council did not meet in any regular fashion, thereby limiting the possibility of collective planning (45).

TA1 All (100%) of the aides indicated that all appropriate staff were involved (37). Sixty percent (60%) reported that a Title I Advisory Council did not meet in any regular fashion (45).

- RT1 Twenty percent (20%) of the regular program teachers indicated all appropriate staff were involved in planning (37). Sixty percent (60%) reported that a Title I Advisory Council did not meet in any regular fashion (45).
- NI Non-instructional staff responded in a highly similar fashion, indicating little involvement in collective planning (2,3,8,15, and 16).
- AS Sixty-six percent (66%) of the administrators stated that they had not been provided sufficient time to develop an effective program and to involve all appropriate persons in the planning process (29).

II. At the M.T.U., there was evidence that regular monitoring of Title I project activities did take place.

--Supportive evidence includes:

- T11 All (100%) of the Title I teachers indicated regularly scheduled staff meetings to review progress, assure continuous planning, or deal with issues and concerns (34). Twenty percent (20%) met regularly with their principal to discuss their work in Title I (35). All (100%) reported talking with their lead-teacher/project coordinator concerning their work in Title I (36). Teachers reported varying degrees of assistance provided them by their principal (and/or other administrators) regarding their Title I activities (50).
- TA1 All (100%) of the aides reported regularly scheduled staff meetings to review progress, assure continuous planning, or deal with issues and concerns (34). Forty percent (40%) met regularly with their principal to discuss work in Title I (35). All(100%) reported talking with their lead

teacher/project coordinator concerning their work in Title I (36). Aides reported varying degrees of assistance provided them by their principal (and/or other administrators) regarding their Title I activities (50).

AS Administrators (100%) reported they often provided assistance to their staff regarding Title I (17). However, most did not monitor the extent to which ideas presented in in-service training were actually used in the classroom (18).

III. The project had established and maintained channels of communication, although there was an evident need to expand such channels.

--Supportive evidence includes:

- TI1 Approximately sixty percent (60%) of the Title I teachers indicated that information which would be provided through central administration was in fact available to them (39). All (100%) of the teachers reported federal information was available in the institution regarding Title I (60).
- TI2 Only sixty percent (60%) of the Title I teachers felt very well informed about what the Title I program was trying to accomplish (7).
- TA1 All (100%) of the aides reported that information which would be provided through central administration was in fact available to them (39). All (100%) of the aides reported federal information was available in the institution regarding Title I (60).
- TA2 Forty percent (40%) of the aides did not feel well informed about what the Title I program was trying to accomplish (7).

AS None of the administrators cited the issuing of regular Title I bulletins or memos to their staff (30).

NI Only five percent (5%) of the non-instructional staff felt they knew a lot about what the Title I program was trying to do (46).

IV. Although not all Title I objectives and activities are adequately described, they appeared to be coordinated with the M.T.U.'s regular educational programs.

--Supportive evidence includes:

TI1 Planning for instruction was done in such a manner as to allow for reasonable coordination of objectives and activities (19, 20, and 21). Materials used for instruction of Title I students were said by sixty percent (60%) of the teachers to be highly coordinated to their institution's program objectives (30).

TA1 Planning for instruction was done in such a manner as to allow for reasonable coordination of objectives and activities (19, 20, and 21). Materials used for instruction of Title I students were said by eighty percent (80%) of the aides to be highly coordinated to their institution's objectives (30).

TI2
& TA2 Responses of teachers and aides indicated their instructional program was better than others (they had seen or used), suggesting that the level of coordination was one reason for their rating (13 and 13, respectively).

- V. The specific allocation of available planning time for the development of the M.T.U.'s Title I project, which would afford the involvement of all appropriate persons, was a concern of a number of staff.

--Supportive evidence includes:

- T11 Of the reported available planning time, Title I teachers indicated that an average of eighty percent (80%) is spent exclusively on Title I students (21).
- TA2 Of the reported available planning time, teacher aides indicated that an average of seventy percent (70%) is spent exclusively on Title I students (21).
- AS Administrators reported that their staff met as groups relatively often in a general planning function (20). Sixty-six percent (66%) of the administrators, however, stated specifically that the planning time provided is not sufficient to develop an effective Title I program and to involve all appropriate persons (21).
- EV Because of the scheduling requirements of M.T.U. (year-around programs extending from 8:00 a.m. to 3:00 p.m.), little down-time was available to involve all appropriate persons in collective planning or in-service. Cancellation of the classes of two or more teachers resulted in the entire program's students being retained in their residential units. Substitute or itinerant teachers were not available. Staff noted that correctional management took precedence over education/Title I.

VI. To a limited degree, various project staff were asked for program recommendations.

--Supportive evidence includes:

- TI1 All (100%) of the Title I teachers were asked for such recommendations (40).
- TA1 None of the teacher aides were asked for any recommendations as to what the M.T.U.'s Title I project should include (40).
- RT Thirty percent (30%) of the regular program teachers reported they were asked for recommendations (40).

VII. Compliance, financial, evaluation and other information was available to facilitate planning.

--Supportive evidence includes:

- TI1 Approximately sixty percent (60%) of the Title I teachers indicated they had access to the various sources of information (39).
- TA1 All (100%) of the aides indicated they had access to the various sources of information (39).

VIII. The project lacked a clear specification of who had administrative responsibility for the organization and operation of Title I services.

--Supportive evidence includes:

- RT1, TI1
& TA1 When asked who has responsibility for Title I programs, most staff identified the proposal's contact person. Although her civil service rating is "Teacher Ten" (same as the other Title I teachers) some of her labels included: (60)

- Supervisor of academic services
- Developmental director
- Title I coordinator
- Assistant principal
- Teacher 12 administrator
- Coordinator of A.B.E.

- EV a. Title I staff expressed a great deal of resentment that the "contact person" maintained the same civil service rating (Teacher Ten), but supervised their duties.
- b. The principal interacted with the "contact person" as if she were an administrator.
- c. The Lansing office viewed the "contact person" as a teacher who should have been assigned a full teaching responsibility: that is, not as an administrator. The question of "who is in charge at M.T.U." was frequently asked by the central office in Lansing.
- d. The "contact person" served as the chief negotiator between M.T.U. and the Lansing offices of both the State's Department of Education and Department of Corrections.
- e. The school principal appeared to take a "passive" interest in the operation/coordination of the Title I program, having delegated most authority (staff coordination, student selection and testing, curriculum planning, etc.) to the "contact person."

- IX. The project lacked the accountability required in the planning and coordination of a state-wide delivery service.

--Supportive evidence includes:

- TI1
AS & TA1 As previously indicated, administrators, Title I teachers and aides report relatively high levels of mobility among students (7,7, and 7 respectively).
- TI2 Twenty percent (20%) of the Title I teachers reported lack of communication between the Lansing and M.T.U. Title I offices as a weakness of the program.
- EV Several times the M.T.U. "contact person" and staff noted that they would refuse/quit before they followed any directives from the Title I director (Lansing office). Confrontation politics combined with distance from the central office in Lansing appear to hamper centralized planning and coordination of a state-wide program. It became immediately evident, if a centralized Title I delivery system is to be maintained, that the director of Title I programs (Lansing office) must be endowed with adequate authority to influence staff who may be reluctant in following federal or state guidelines for Title I services. He is in need of a larger staff!

- X. The Title I program had not adequately used the input of Title I teachers for program planning and revision to meet the needs of Title I students.

--Supportive evidence includes:

- TI2 When asked to describe the specific strong points of the Title I program used in the Michigan Training Unit, Title I teachers stated the following rankings: (20)
1. Instructional materials and resources.
 2. Competent teachers and aides.
 3. Individualized program.
 4. Small classes.
 5. Full-time aides.
 6. Program which allows students to progress at their own pace.

- TI2 When asked to describe the general weaknesses of a compensatory education program, Title I teachers indicated the following: (21)

- Bureaucracy at every level.
- Too much record keeping.
- Low motivation of students.
- Lack of communication between the Lansing and M.T.U. Title I offices.
- Not aware of any.

- TI2 When asked what do you believe are the specific weaknesses of the M.T.U. Title I program, Title I teachers cited the following: (22)

- Difference in test scores between Jackson (R.G.C.) and M.T.U.
- Number of retarded students in Title I.
- Not enough transitional (junior high school level) classes.
- No way to remove students who lack motivation or are disruptive in the classes.

--Not aware of any weaknesses.

T12 When asked, "What actions would you take next year to improve the effectiveness of the services provided specifically by you for your Title I students?", Title I teachers answered: (23)

--Increase the number of transitional (junior high school level) classes.

--Review present instructional materials and discard most of them.

--Check the relevance of materials for the ethnic/racial minorities in the program.

--Improve the quality of instruction which is provided.

--Improve the present exit system for students.

--Hold an annual meeting for all Title I staff in corrections to share ideas.

X1. The Title I program had not adequately used the input of Title I aides for program planning and revision to meet the needs of Title I students.

--Supportive evidence includes:

TA2 When asked to describe the specific strong points of the Title I program used in the Michigan Training Unit, Title I aides gave the following rankings: (20)

1. Instructional resources and materials.
2. Program's objectives and goals.
3. Individualized program.
4. Aides with college degrees.
5. Administrators who want the program to succeed.
6. Teachers who are well trained.
7. Emphasis on reading and mathematics skills.

TA2 When asked to describe the general weaknesses of a compensatory education program, Title I aides indicated the following: (21)

--ranked--

1. Students are not treated as adults or persons.
2. Students are too frequently called "doe-doe" or "dum-lum."
3. Students are not really challenged by the instruction.
4. Total number of students seen by a teacher is too high (90 or more per day).
5. Paperwork takes too much time.
6. Students are too concerned with the tests.
7. Students cannot apply what has been "taught."
8. Not aware of any weaknesses.

TA2 When asked, "What do you believe are the specific weaknesses of the M.T.U. Title I program?", aides cited the following: (22)

--ranked--

1. Testing procedures are poor or inaccurate.
2. C.B.I. does not reflect knowledge.
3. Open-classroom does not meet the needs of this unique program.
4. Instruction is not challenging.
5. Teachers do not work to help the real lower-level students.

TA2 When asked, "What actions would you take next year to improve the effectiveness of the services provided specifically by you for your Title I students?", Title I aides stated: (23)

--ranked--

1. Start small group instruction.
2. Increase activities that improve the rate of retention.
3. Specify a higher level of competence before completion of the program.
4. Allow staff more input in test selection.
5. Order more audio-visual equipment.
6. Order more supplemental materials.
7. Aides need more responsibility in planning, organizing and managing the curriculum.
8. More exhibits and displays in the classrooms are needed.

Project Objectives - Relationships and Dissemination

The effectiveness of a project or program relies, in part, on how well product and process objectives are stated, areas of responsibility are delineated, and dissemination procedures are outlined. Staff members and project administrators should be knowledgeable about the objectives of their project components, individuals' responsibilities, sources of necessary and pertinent information, evaluation procedures, and methods of disseminating descriptive, and evaluative information.

- I. Staff persons involved in Title I programs were only moderately aware of the product and process objectives for their components.

--Supportive evidence includes:

- AS Most administrators indicated a moderate awareness of written program objectives which pertain to the Title I program (25). Eighty-three percent (83%) described them as being only stated in terms of student outcomes (26).
- TI1 Eighty percent (80%) of the Title I teachers reported a moderate awareness of written program objectives which pertain to the Title I program (11). However, all of the teachers suggested that they would describe the objectives as being clearly stated in terms of student outcomes (12).
- TA1 Most of the teacher aides reported a moderate awareness of written program objectives which pertain to the Title I program (11). Eighty percent (80%) would describe them as being clearly stated in terms of student outcomes (12).
- RT Most of the regular program teachers reported a moderate awareness of written program objectives which pertain to the Title I program (11). Forty percent (40%) would describe them as being clearly stated in terms of student outcomes (12).
- RT1 All (100%) of the regular program teachers indicated they had not been provided a review of the purposes of Title I, its rules, regulations, and guidelines, and a copy of the Title I program which had been approved for the institution (54). Seventy percent (70%) stated that they did not have available the written materials describing the M.T.U.'s Title I program or its practices for distribution to interested individuals or staff (58). Seventy percent (70%) indicated they did not have

materials describing the Federal Title I program (59). Ninety percent (90%) responded that they had not been informed about what other schools and institutions were doing in terms of Title I programs (61). However, ten percent (10%) indicated the school principal and seventy percent (70%) identified the project coordinator as having the responsibility for obtaining and disseminating such materials (60).

- II. Dissemination of Title I project information was minimal, thereby limiting staff and institutional awareness as well as the information necessary for effective program planning.

--Supportive evidence includes:

- A1 The ranking of the awareness of federal guidelines by category of employment was as follows:

1. Title I Teachers
2. Title I Aides
3. Administrators
4. Regular Program Teachers
5. Non-instructional Staff

- T11 Sixty percent (60%) of the Title I teachers indicated that they had not been provided a review of the purposes of Title I, its rules, regulations, and guidelines, and a copy of the Title I program which was approved at M.T.U. (54). Eighty percent (80%) stated that they did not have available the written materials describing the M.T.U.'s Title I program or its practices for distribution to interested individuals or staff (58). Eighty percent (80%) indicated they did not have materials describing the Federal Title I program (59). Forty percent (40%) responded that they had not been informed about what other schools and institutions were doing in terms of Title I programs (61). However, all (100%) of the respondents indicated that the project coordinator had responsibility for obtaining and disseminating such materials (60).

- TA1 Forty percent (40%) of the aides indicated that they had not been provided a review of the purposes of Title I, its rules, regulations, and guidelines, and a copy of the Title I program which had been approved for their institution (54). Sixty percent (60%) stated that they did not have available the written materials describing the M.T.U.'s Title I program or its practices for distribution to interested individuals or staff (58). Sixty percent (60%) responded that they had not been informed about what other schools and institutions were doing in terms of Title I programs (61). However, twenty percent (20%) indicated the principal and eighty percent (80%) of the respondents reported the project coordinator as having the responsibility for obtaining and disseminating such materials (60).
- AS One administrator indicated that every member of the Title I staff received a copy of the proposal (24). Sixty-six percent (66%) stated that they had provided their staffs with a review of the purposes of Title I, its rules, regulations, and guidelines, and the Title I program, which was approved for M.T.U.
- NI Fifty-five percent (55%) of the non-instructional staff reported they knew very little or nothing about what the Title I program was trying to do (16).

III. Job specifications which have been developed for all Title I positions need further delineation of qualifications for responsibilities in the Title I project.

--Supportive evidence includes:

- T11 Eighty percent (80%) of the Title I teachers said they had been provided with a written task analysis and time for delivery of major activities (32). Eighty percent (80%) responded that they were aware of individual task timelines for which they were responsible (33). However, sixty percent (60%) reported that they had not been provided a review of the purposes of Title I, rules, regulations, guidelines and the Title I program which was approved for the M.T.U. (54).

- TA1 Eighty percent (80%) of the aides said they had not been provided with a written task analysis and timeline for delivery of major activities (32). Eighty percent (80%) responded that they were not aware of individual task timelines for which they were responsible (33). Sixty percent (60%) responded that they had not been provided a review of the purposes of Title I, rules, regulations, guidelines and the Title I program which was approved for the M.T.U. (54).
- AS Most of the administrators had provided their staffs with written analyses and timelines for delivery of major activities (21). Sixty-six percent (66%) cited written job specifications for all Title I positions which contain qualifications for and responsibilities within the Title I project (22).
- RT In comparison, fifty percent (50%) of the regular program teachers said they had not been provided with a written task analysis and timeline for delivery of major activities (32). Seventy percent (70%) responded that they were not aware of individual task timelines for which they were responsible (33).
- EV Interviews with the teacher aides suggested that they had assumed the same job-roles as the Title I teachers. Many felt under-utilized because they all had bachelor degrees. Aides stated that they frequently were assigned similar instructional duties as the classroom teachers, without the prestige or remuneration. Several times, it appeared that the aides were serving as "substitute teachers."
- IV. The M.T.U. project had established channels for expediting federal, state, and local communications pertaining to Title I, although in many instances these channels of communication are not effectively employed.

--Supportive evidence includes:

- T11 Most Title I teachers reported having access to a variety of Title I information (39). All (100%) indicated that M.T.U. did not have a newsletter or other regular school communication which reports on Title I programs (46). Eighty percent (80%) reported there were no specific written strategies to involve non-instructional staff in school activities (42). All (100%) responded that they were not aware or did not know of a M.T.U. Title Advisory Council (45).

- TI2 Forty percent (40%) of the Title I teachers felt slightly informed about their building's Title I program (17).
- TA1 All (100%) of the aides reported having access to a variety of Title I information (39). All (100%) indicated that M.T.U. did not have a newsletter or other regular school communication which reports on Title I programs (46). Most stated that they were not aware or did not know of an M.T.U. Advisory Council (45).
- TA2 Forty percent (40%) did not feel well informed about their institution's Title I program (7).
- RT Thirty percent (30%) of the regular program teachers did not feel well informed at all about the M.T.U. Title I program (7).
- AS Fifty percent (50%) of the administrators reported that they did not have written materials describing the M.T.U.'s Title I program or its practices for distribution to staff and/or other interested individuals (24).
- NI Most of the non-instructional staff indicated that they never hear from the Title I program (8). Eighty-two percent (82%) said they had never received a newsletter or written report about the Title I

Instructional Management

To achieve the overall purposes of Title I, instructional management procedures and policies need to be established. These procedures need to clearly link the results of the learner needs assessment activities to an individualized learning program for each participating student. It is essential that instructional materials and/or equipment purchased with Title I monies be correlated to student performance objectives, readily accessible to Title I staff and students, culturally related and of high interest to students, and assessed by Title I staff prior to purchase, as well as evaluated by staff during their use. Additionally, the instructional/classroom management system should provide parents, teachers, and administrators with information profiling student achievement and performance for use in modifying project activities and allocating resources.

- I. Classroom management systems generally included procedures which expedited individualized instructional programs, instructional systems characterized by diagnostic or locator systems, objective-based instructional continuums, some instructional options or learning prescriptions, and systems for monitoring student progress.

--Supportive evidence includes:

T11 Teachers indicated that the most frequently used methods for planning instruction are based on specific objectives. They reported that the students' instructional programs are always individualized, much of the individualization being accomplished by the classroom teacher (22 and 23). They indicated that small groups are used for instruction, based primarily on students' interest in the topic (25).

- TA1 Title I aides stated that the most frequently used methods for planning instruction are based on specific objectives (19). The reported that to a great degree students' instructional programs are individualized, primarily by the classroom teacher. They indicated the use of small groups for instruction, based primarily on specific objectives (25).
- RT1 However, such instructional programs are no more frequent for Title I students than non-Title I students. Regular program teachers said that the most frequently used methods for planning instruction were based on specific objectives (19). They reported that to a great degree students' instructional programs are individualized, primarily by the classroom teacher (22 and 23). They indicated the use of small groups for instruction, based primarily on specific objectives (25).
- AS Administrators cited the amount of individualized instruction as a particular benefit of the Title I program (46).
- TI2 Forty percent (40%) of the Title I teachers cited the amount of individualized instruction as a particular strength of the M.T.U. program (20).
- TA2 Forty percent (40%) of the Title I aides cited the amount of individualized instruction as a particular strength of the M.T.U. Title I program (20).
- RT2 Fifty percent (50%) of the regular program teachers indicated the amount of individualized instruction as a particular strength of the M.T.U. Title I program (20).
- TI2 All (100%) of the Title I teachers rated their instruction program as clearly superior or better because of the individualization (13).

TA2 All (100%) of the Title I teacher aides rated their instructional program as better because of the individualization (13).

EV All (100%) of the instructional staff involved in the study were found to have implemented, to some degree, the C.B.I. criterion-referenced instructional system.

II. Assessment of materials by staff prior to their purchase and/or use occurred as a procedure with varying degrees of regularity.

--Supportive evidence includes:

TI1 Eighty percent (80%) of the Title I teachers responded that they had input in the selection of at least fifty percent (50%) of the materials (28), and sixty percent (60%) of the respondents suggested that they would use at least seventy-five percent (75%) of the materials that were selected, if given total choice of materials (29).

TA1 Eighty percent (80%) of the aides responded that they had no input in the selection of instructional materials (28). However, all (100%) of them indicated that they would use at least seventy-five percent (75%) of the materials that were selected, if given total choice of materials (29).

III. Instructional materials appeared well coordinated to M.T.U.'s program objectives, and were maintained in a manner making them readily accessible to staff members.

--Supportive evidence includes:

TI1 Sixty percent (60%) of the Title teachers stated that the materials are highly correlated to the building objectives (30). All (100%) of the teachers felt the materials to be well organized and high accessible (31).

TI2 All (100%) of the Title I teachers reported that the materials generally seem appropriate in their level of difficulty for Title I students (9).

TA1 Eighty percent (80%) of the aides stated that the materials are highly correlated to the building objectives, and none claimed they lacked any correlation (30).

TA2 Eighty percent (80%) of the aides responded that the materials seem appropriate in their level of difficulty for Title I students (9).

IV. Record keeping and reporting systems were implemented for documenting student progress, although in some cases those systems were viewed as cumbersome and/or uninformative.

--Supportive evidence includes:

TI2 Twenty percent (20%) of the teachers reported too much record keeping (21).

TA2 Twenty percent (20%) of the aides reported that paperwork takes too much time (21), and twenty percent (20%) reported that the testing program is poor or inadequate (22).

EV Conversations with staff members who were involved in the Title I program disclosed some dissatisfaction on their part with the continuous monitoring system (C.B.I.), which required considerable time to implement and allowed for little flexibility on the part of the instructor.

V. Title I teachers reported the teaching of reading and the teaching of mathematics were the most successful Title I services.

--Supportive evidence includes:

T12 Rating of the success of Title I services by Title I teachers: (8)

	A great deal	Somewhat	Not much	Not at all	Not aware
Improving math skills	80%	20%	-0-	-0-	-0-
Improving reading skills	100%	-0-	-0-	-0-	-0-
Improving health care skills	20%	40%	20%	-0-	20%
Improving self-concept	60%	40%	-0-	-0-	-0-

VI. Title I aides reported the teaching of reading and the teaching of mathematics were the most successful Title I services.

--Supportive evidence includes:

TA2 Rating of the success of Title I services by Teacher aides: (8)

	A great deal	Somewhat	Not much	Not at all	Not aware
Improving math skills	40%	60%	-0-	-0-	-0-
Improving reading skills	40%	60%	-0-	-0-	-0-
Improving health care skills	-0-	-0-	80%	20%	-0-
Improving self-concept	20%	20%	60%	-0-	-0-

Staff Development

In order to acquaint project staff with current information in educational technology, etc., and to aid in the development of their professional skills, an on-going staff development program is necessary. Such a program is necessary. Such a program should be based on developing staff abilities in terms of the particular needs of the individual programs and participating students.

- I. The Title I program did not appear to have an on-going continuous development program to facilitate project effectiveness.

--Supportive evidence includes:

TII All (100%) of the Title I teachers reported that there was a plan for regularly scheduled staff meetings to deal with program issues or concerns, review progress on task analyses and timelines, and assure continuous planning throughout the year (34). Eighty percent (80%) of the respondents reported having met regularly with all appropriate staff to plan and review Title I activities (37). On the other hand, forty percent (40%) of the Title I teachers said their project did not have a program of continuous staff in-service and training (47).

AS Eighty-three percent (83%) of the administrators stated they were not aware of a program of continuous staff in-service or training (19).

TAI All (100%) of the teacher aides reported that there was a plan for regularly scheduled staff meetings to deal with program issues or concerns, review progress on task analyses and timelines, and assure continuous planning throughout the year (34). All (100%) of the teacher aides reported

having met regularly with all appropriate staff to plan and review Title I activities (37). Eighty percent (80%) of the respondents said their project did have a program of continuous staff in-service and training (47).

RT1 Seventy percent (70%) of the regular program teachers reported that there was not a plan for regularly scheduled staff meetings to deal with program issues or concerns, review progress on task analyses and timelines, and assure continuous planning throughout the year (34). Eighty percent (80%) of the respondents reported having not met regularly with all appropriate staff to plan and review Title I activities (37). Eight percent (80%) said their school did not have a program of continuous staff in-service and training (47).

II. The Title I staff demonstrated a need for more frequent (periodic) review of Title I, its rules, regulations, and guidelines.

--Supportive evidence includes:

- T11 Only twenty percent (20%) of the Title I teachers reported more than a moderate awareness of Title I program objectives pertaining specifically to their project (11). Sixty percent (60%) of the respondents said they had not been provided a review of Title I, its federal or local application (54).
- T12 Only sixty percent (60%) of the Title I teachers felt very well informed about what the M.T.U.'s Title I program was trying to accomplish (7).

TA1 Only forty percent (40%) of the aides reported more than moderate awareness of the Title I program objectives pertaining specifically to their project (11).

Forty percent (40%) of the respondents said they had not been provided a review of Title I, its federal or local application (54).

TA2 Only sixty percent (60%) of the aides felt very well informed about what the M.T.U.'s Title I program was trying to accomplish (7).

AS Sixty-six percent (66%) of the administrators did, however, indicate they had provided their staff with such a review of Title I (24).

III. Paraprofessionals were not being provided extensive opportunities for in-service training with the professionals whom they assist.

--Supportive evidence includes:

TA1 Eighty percent (80%) of the aides indicated they were given on-the-job training or a general orientation for their duties, greatly reducing the opportunity for formal training in conjunction with teachers (55). Sixty percent (60%) of the aides indicated they had no more than one day of training in the use of materials, organization, and instructional methods and techniques (56). Only forty percent (40%) of the aides could identify a topic which was emphasized in any in-service training (57).

T11 Sixty percent (60%) of the Title I teachers reported their paraprofessionals were given no formal training but received on-the-job training (55). In contrast, Title I teachers reported the aforementioned aides had an average of 18 days of training in the use of materials, organization, and instructional methods and techniques (56). The topics identified as most heavily emphasized in the paraprofessional training sessions were general instructional techniques, implementing individualized instructional activities, and corrections (57).

AS Eighty-three percent (83%) of the administrators reported that aides were given specific training in specialized areas (13). Eighty-three percent (83%) reported their teaching staff having received in-service training in combination with the paraprofessionals who assist them (15).

IV. The lack of specific Title I project descriptions, employing common descriptors, precluded the ability to study extensively the M.T.U.'s delivery system for planning purposes.

--Supportive evidence includes:

T11 Eighty percent (80%) of the Title I teachers did not have available to them written materials describing their school's Title I program (58). Forty percent (40%) had not been informed of what other institutions are doing in terms of their Title I programs (61).

TAl Sixty percent (60%) of the aides did not have available to them written materials describing their school's Title I program (58). Sixty percent (60%) had not been informed of what other institutions are doing in terms of their Title I programs (61).

AS Only fifty percent (50%) of the administrators had written materials describing their Title I programs which could be disseminated to staff and other persons (24).

V. Further methods must be sought for assisting non-instructional staff in reinforcing project learning activities, as evidenced by lack of non-instructional staff participation in and knowledge of Title I programs.

--Supportive evidence includes:

T11 Eighty percent (80%) of the Title I teachers said there were no specific written strategies to involve non-instructional staff in school activities (42). Twenty percent (20%) of the teachers stated that non-instructional staff had been informed of the Title I program (43). All (100%) of the teachers indicated that non-instructional staff were not involved in the planning of the Title I program (38).

Eighty percent (80%) of the teachers reported not having in-service training which related specifically to methods of eliciting reinforcement from non-instructional staff (52).

T12 The Title I teachers generally reported that non-instructional staff did not take an active role in assuring that students receive a top quality education (16).

- TA2 All (100%) of the teacher aides reported there were no specific written strategies to involve non-instructional staff in school activities (42). Eighty percent (80%) stated that non-instructional staff had been informed of the Title I program (43). Eighty percent (80%) of the aides said that non-instructional staff had not been involved in the planning of the Title I program (38). All (100%) of the aides agreed that they had not received any in-service training which related specifically to methods of eliciting reinforcement from non-instructional staff (52).
- TA2 The Title I aides generally reported that non-instructional staff did not take an active role in assuring that students receive a top quality education (16).
- AS Administrators essentially agreed to the low level of participation by non-instructional staff (37).
- NI Eighteen percent (18%) of the non-instructional staff indicated they were not familiar with the Title I program (2). Sixty-eight percent (68%) stated that they had been asked to assist or become more informed about the Title I program (3). They reported that they were able to talk to these people in the following rank order (6).
1. Title I coordinator
 2. School principal
 3. Title I teachers
 4. Title I aides

The least likely method of hearing from the Title I project was an invitation to visit the program (8).

VI. The M.T.U. Title I staff was not represented by any minority members, whereas student enrollment was at least seventy-five percent (75%) minority.

--Supportive evidence includes:

EV Descriptions of the number of minority staff and students showed no reasonable consistencies between staff groups. The high number (approximately seventy-five percent) of minorities in the program mandates the need for more minority staff in administrative and instructional capacities in Title I.

Non-instructional Staff Involvement

One necessary component of a successful Title I program, in a correctional setting, is active participation of non-instructional staff (officers and residential managers). To foster instructional reinforcement, non-instructional staff should have access to all pertinent federal and state regulations, guidelines, evaluation reports, etc., necessary to promote and develop comprehensive planning and in-service activities geared to meeting the needs of Title I students.

A Title I Advisory Council did not exist at the M.T.U. However, a more inclusive planning and review body which promotes reinforcement by non-instructional staff should become a major area for project improvement.

- I. In general, many non-instructional staff were not aware that certain (resources and/or) services were being provided to students and that those (resources and/or) services were supported through a Title I grant to M.T.U.

--Supportive evidence includes:

T11 Eighty percent (80%) of the Title I teachers said there were no specific written strategies to involve non-instructional staff in school activities (42). All (100%) of the Title I teachers were not aware of a Title I Advisory Council being established in their school (45). All (100%) of the Title I teachers agreed that there was no newsletter or regular school communication which reported on educational programs at the M.T.U. (46).

TA1 All (100%) of the teacher aides said there were no specific written strategies to involve non-instructional staff in school activities (42). Sixty percent (60%) of the aides were not aware of any Title I Advisory Council (45). None of the aides knew of a newsletter or regular school communication which reported on educational programs at M.T.U. (46).

NI Fifty-five percent (55%) of the non-instructional staff reported they knew very little or nothing about what the Title I program was trying to do (16). Eighty-two percent (82%) of the non-instructional staff said they had not received any newsletter or other written reports about activities in the M.T.U.'s school (14). Ninety-five percent (95%) reported not having received any newsletters or other written reports which tell about the Title I program (15).

II. On the basis of their general knowledge of the Title I program, non-instructional staff reported that the teaching of reading and the teaching of mathematics were the most successful Title I services.

--Supportive evidence includes:

NI Rating of the success of Title services by non-instructional staff: (41)

	Very Successful	Successful	Not Very Successful
Teaching students reading and mathematics	32%	50%	18%
Teaching students how to get along better w/others	-0-	55%	45%
Teaching students about who they are and how they develop	-0-	45%	55%
Helping students choose a future career	-0-	23%	77%

III. The Title I program had not made non-instructional staff aware of the eligibility requirements of Title I.

--Supportive evidence includes:

AW The Awareness Inventory, previously cited, suggested a relatively limited knowledge of Federal Title I rules and regulations.

NI When asked to describe the several ways students were selected for placement in the program, non-instructional staff stated the following rankings (12):

1. Testing at the R.G.C.
2. Testing at M.T.U.
3. Referrals by staff.
4. Aptitude testing (I.Q. testing).
5. Not aware.
6. Available openings.
7. Overall A.G.E. score.
8. Reading and mathematics ability below the 6.0 level.

NI When asked to describe the several ways students were transferred out of the Title I program, non-instructional

staff stated the following rankings (13):

1. Behavior/discipline.
2. Reaching Title I level.
3. Reaching the 8.0 level.
4. Quitting the program or volunteering to get out.
5. Transferring to another assignment or facility.
6. Reaching the 6.0 level.
7. Not aware.
8. Cheating on tests.
9. Learning to behave.
10. Recommendations by staff.

IV. The Title I program had not adequately used the non-instructional staff for program planning and revision to meet the needs of Title I students.

--Supportive evidence includes:

NI When asked to tell those things which they especially liked about the Title I program, non-instructional staff stated the following (non-ranked) (17):

1. Individualized program.
2. Attention given to students.
3. Dedication of staff.
4. The amount of equipment in program.
5. Better quality of instructional staff than in the regular educational program.
6. Behavior of students seems to improve because of the program.
7. Program has an immediate impact on the low achiever.

8. Helps the Spanish speaking student learn English.
9. Students show more motivation.
10. Don't know.
11. Nothing.
12. Program closes down too often, especially when one or two teachers are sick.
13. Program is a failure, it should be more vocational.
14. Reported scores are misleading, students function far below what is reported.
15. Less pressure to get students out, the Title I pushes too many students out who are not ready because of the pressure to get students into the program.
16. Too much money spent on the program, excessive expenditures, which may be reduced.
17. Improve score reporting since they are misleading, with most students functioning far below the reported level.
18. Should be more vocational.

NI When asked to tell those things which they would like to see changed or improved in the Title I program, non-instructional staff stated the following (non-ranked): (18)

1. Help students to become educationally qualified for the vocational program.
2. Better record keeping system.
3. Should inform officers and staff more about the program.
4. Have a broader range of courses than just reading and mathematics.
5. Emphasize more teaching and less behavior management.
6. Recruit more minority staff members.

7. Develop smaller instructional units rather than a full-day.
8. Separate academically motivated students.
9. Provide in-service for teachers to keep them up with new developments.
10. Provide more recognition for the competence of the teacher aides.
11. Obtain more equipment and facilities.
12. Add vocational counseling.
13. Add more students who need the program.
14. Add more teachers.
15. Disseminate similar methods to the high school and transitional programs.

Student Interaction

A necessary component of a successful Title I program in an institutional setting is positive interaction between students and staff. Interest in learning, self-concept, and students' perception of staff/program play major roles in the development of Title I delivery programs.

1. The M.T.U. Title program did appear to motivate students' interest in learning reading and mathematics.

--Supportive evidence includes:

SA A ranking of attitudes of school subjects indicated the following:

1. Reading.
2. Mathematics
3. Social studies.
4. Science.

SQ Of the Title I students queried on the M.T.U. Title I program:

Seventy percent (70%) agreed they liked the materials used in their mathematics class (8).

Eighty percent (80%) agreed they liked the materials used in their reading classes (7).

Ninety-five (95%) agreed their teachers explained their assignments so that they could understand them (6).

Eighty percent (80%) agreed there were enough materials available in the program to complete all assignments (15).

Eighty-five percent (85%) agreed the reason for taking tests had been explained (16).

Ninety percent (90%) agreed their teachers understood what they taught (17).

Eighty percent (80%) agreed they were doing their best in reading (19).

Eighty percent (80%) agreed they were doing their best in mathematics (20).

- II. There does not appear to be a significant difference between Title I staff's and regular program staff's perception of students.

--Supportive evidence includes:

- TI2 Eighty percent (80%) of the Title I teachers reported they would rate achievement in reading and mathematics about average or better (1). Sixty percent (60%) reported that academic ability was much lower when compared with other schools (3). None stated that, of the students in their classroom, "few were achieving as well as they could" (4). Twenty percent (20%) reported that their students did "not at all" like school (6).
- TA2 Eighty percent (80%) of the aides reported they would rate achievement in reading and mathematics about average or better (1). None reported that academic ability was much lower when compared with other schools (3). None stated, of the students in their classroom, "few were achieving as well as they could" (4). None (100%) indicated that interest in learning was average or higher (5). Only twenty percent (20%) cited that their students did "not at all" like school (6).
- RT2 Forty percent (40%) of the teachers reported they would rate achievement in reading and mathematics about average or better (1). Thirty percent (30%) stated that academic

ability was much lower when compared with other schools (3). Only twenty percent (20%) indicated, of the students in their classroom, "few were achieving as well as they could" (4). Fifty percent (50%) said that interest in learning was average or higher (5). Only ten percent (10%) reported that their students did "not at all" like school (6).

III. The M.T.U. Title I staff did appear to foster a positive self-concept in students.

--Supportive evidence includes:

SC Title I students evidenced the following self-concept ratings.

1. Positive individual perception of self.
2. Positive perception of self by others.
3. Positive academic perception of self.
4. Positive total self-concept.

IV. Positive student feelings about the M.T.U. Title I program appeared to enhance staff's effectiveness in providing supplementary Title I services.

--Supportive evidence includes:

SQ Ninety percent (90%) agreed their teachers listen to them (1).

Seventy-five percent (75%) agreed their teachers were fair in their treatment of students (2).

All (100%) agreed their teachers allowed them to ask questions (4).

Eighty-five percent (85%) agreed their teachers treated them with respect.

Eighty percent (80%) felt comfortable talking to their teachers (10).

Forty-five percent (45%) felt their teachers were friends (11).

Fifteen percent (15%) could discuss personal problems with teachers (12).

Eighty percent (80%) agreed they liked being in the Title I program (13).

Eighty percent (80%) agreed they liked the way they were learning (14).

Ninety percent (90%) agreed they were doing O.K. in the Title I program (18).

Seventy-five percent (75%) agreed they would like to stay in the Title I program (21).

TI2 Sixty percent (60%) of the Title I teachers reported that their attitude toward students affected those students' academic achievement (11). All (100%) stated that a teacher's method of instruction affected his/her students' academic achievement (12).

TA2 Eighty percent (80%) of the aides reported that attitude toward their students affected those students' academic achievement (11). Eighty percent (80%) stated that an aide's methods of instruction affected their students' academic achievement (12).

Evaluation

A formal evaluation design, both product and process, is necessary for compliance with Title I legislation. A formal evaluation design supplies decision-makers, i.e., teachers, aides, and administrators, with reliable data and information about program effectiveness in a readable, usable form. This is necessary to facilitate decision-making with regard to program modification and resource allocation. Focusing on student need, growth, and change in the evaluation design (and process) will insure that students are deriving maximum benefits from Title I programs.

- I. Approved Title I product evaluation was being implemented in the M.T.U. Title I project.

--Supportive evidence includes:

EV For a review of that data, the reader is referred to the section of this report entitled: An Analysis of Product Evaluation Data.

- II. Process evaluation designs were being implemented, with recommendations for improvement of Title I programming.

--Supportive evidence includes:

EV The basic content of this section of the report, An Analysis of Process Evaluation Data, should substantiate the fact that the approved process evaluation design is in fact being implemented.

- III. Previous evaluation data are available for planning, although the extent of their use or practicality has not been substantiated.

--Supportive evidence includes:

- T11 Sixty percent (60%) of the Title I teachers indicated that such data are available to them (39).
- TA1 All (100%) of the aides indicated that such data are available to them (39).
- AS Eighty-three percent (83%) of the administrators felt that an adequate needs assessment had been conducted for Title I, at least in part indicating their feelings that either the product evaluation data collected did truly reflect student accomplishment or that such data were sufficient for a Title I needs assessment (28).
- EV Product and process evaluation data which are annually reported to the State's Department of Education are available from the project coordinator for planning purposes, and some of the data are disseminated periodically to the Lansing office of the Michigan Department of Corrections as a matter of procedure.

APPENDIX A
AWARENESS INVENTORY

DIRECTIONS: The following statements refer to federal guidelines for Title I projects. Place a check (x) in the space to the left of the statement which best reflects your awareness of the federal guidelines.

1. The Title I project must use a comprehensive planning model involving members of the school staff.

0 highly aware 3 aware 2 moderately aware 0 not aware

2. The Title I project must conduct a needs assessment which identifies students who have the greatest educational needs.

0 highly aware 5 aware 0 moderately aware 0 not aware

3. The project director must maintain a list of all participating students.

2 highly aware 3 aware 0 moderately aware 0 not aware

4. The building principal must maintain a list of participating students and the services they are receiving.

1 highly aware 4 aware 0 moderately aware 0 not aware

5. The Title I project must maintain the criteria for program participation as well as procedures for replacing students.

1 highly aware 4 aware 0 moderately aware 0 not aware

6. The Title I project must provide services for students having the greatest educational needs.

2 highly aware 3 aware 0 moderately aware 0 not aware

7. Each Title I staff person must be aware of the approved product and process objectives for their component.

1 highly aware 4 aware 0 moderately aware 0 not aware

8. The process objectives of the Title I program must be implemented for each Title I position.

1 highly aware 3 aware 1 moderately aware 0 not aware

9. The Title I project must provide evidence that the project information, including evaluation results, is being disseminated.

0 highly aware 5 aware 0 moderately aware 0 not aware

10. The Title I project must provide evidence that the previous evaluation data and recommendations have been used to improve the delivery of the current Title I services to students.
0 highly aware 5 aware 0 moderately aware 0 not aware
11. The approved Title I product evaluation design must be implemented.
0 highly aware 4 aware 1 moderately aware 0 not aware
12. The approved Title I process evaluation design must be implemented.
0 highly aware 4 aware 1 moderately aware 0 not aware
13. The project director must maintain a current inventory of all Title I equipment.
2 highly aware 2 aware 1 moderately aware 0 not aware
14. All Title I equipment must be properly labeled.
2 highly aware 3 aware 0 moderately aware 0 not aware
15. Title I activities and services must be provided only to students enrolled in the Title I program.
3 highly aware 2 aware 0 moderately aware 0 not aware
16. Title I activities and/or supportive services must be supplemental to and do not supplant the M.T.U.'s regular educational program.
2 highly aware 2 aware 1 moderately aware 0 not aware
17. The M.T.U. must maintain its required fiscal and institutional services support from State and local sources to all Title I students.
1 highly aware 4 aware 0 moderately aware 0 not aware
18. The Title I program must provide preservice and/or inservice opportunities for teacher aides with the professional staff they assist.
1 highly aware 2 aware 2 moderately aware 0 not aware
19. Title I staff must develop policies and procedures for monitoring project activities.
1 highly aware 4 aware 0 moderately aware 0 not aware
20. Title I project participants must be under 21 years of age.
3 highly aware 2 aware 0 moderately aware 0 not aware

21. The M.T.U. must adopt an administrative policy which clearly outlines all lines of responsibility for central office, local building, and project administrators pertaining to each aspect of the Title I project.

0 highly aware 4 aware 1 moderately aware 0 not aware

22. Job specifications must be developed for all Title I positions which contain qualifications for and responsibilities in the Title I project.

1 highly aware 4 aware 0 moderately aware 0 not aware

23. The Title I project must employ sufficient staff to ensure achievement of project goals and activities.

1 highly aware 3 aware 1 moderately aware 0 not aware

24. Staff evaluation policies and procedures must be developed and implemented for all personnel associated with the Title I project.

0 highly aware 4 aware 1 moderately aware 0 not aware

25. The Title I project must develop an evaluation system for the staff development component which includes the participant recommendations for improvement and follow-up in the classroom.

0 highly aware 3 aware 2 moderately aware 0 not aware

26. The Title I project must implement an individualized instructional program for each participant.

1 highly aware 3 aware 0 moderately aware 1 not aware

27. The project must have a diagnostic or locator system which identifies each Title I student's academic skill deficiencies and provides systematic placement according to instructional need.

0 highly aware 4 aware 1 moderately aware 0 not aware

28. The Title I project must maintain a record-keeping system which documents student growth.

1 highly aware 4 aware 0 moderately aware 0 not aware

29. The Title I project director must maintain an accurate file on previous and current project records.

1 highly aware 4 aware 0 moderately aware 0 not aware

30. The Title I project objectives and activities must be coordinated with the M.T.U.'s regular educational system.

0 highly aware 5 aware 0 moderately aware 0 not aware

31. The Title I project must conduct a planned and approved pre- and posttesting of each student.

0 highly aware 4 aware 1 moderately aware 0 not aware

n=5

DIRECTIONS: The following statements refer to federal guidelines for Title I projects. Place a check (x) in the space to the left of the statement which best reflects your awareness of the federal guidelines.

1. The Title I project must use a comprehensive planning model involving members of the school staff.

0 highly aware 3 aware 2 moderately aware 0 not aware

2. The Title I project must conduct a needs assessment which identifies students who have the greatest educational needs.

1 highly aware 4 aware 0 moderately aware 0 not aware

3. The project director must maintain a list of all participating students.

4 highly aware 1 aware 0 moderately aware 0 not aware

4. The building principal must maintain a list of participating students and the services they are receiving.

1 highly aware 3 aware 1 moderately aware 0 not aware

5. The Title I project must maintain the criteria for program participation as well as procedures for replacing students.

0 highly aware 4 aware 1 moderately aware 0 not aware

6. The Title I project must provide services for students having the greatest educational needs.

1 highly aware 3 aware 1 moderately aware 0 not aware

7. Each Title I staff person must be aware of the approved product and process objectives for their component.

1 highly aware 1 aware 3 moderately aware 0 not aware

8. The process objectives of the Title I program must be implemented for each Title I position.

0 highly aware 3 aware 2 moderately aware 0 not aware

9. The Title I project must provide evidence that the project information, including evaluation results, is being disseminated.

0 highly aware 2 aware 3 moderately aware 0 not aware

10. The Title I project must provide evidence that the previous evaluation data and recommendations have been used to improve the delivery of the current Title I services to students.
0 highly aware 3 aware 1 moderately aware 1 not aware
11. The approved Title I product evaluation design must be implemented.
0 highly aware 3 aware 1 moderately aware 1 not aware
12. The approved Title I process evaluation design must be implemented.
0 highly aware 2 aware 3 moderately aware 0 not aware
13. The project director must maintain a current inventory of all Title I equipment.
2 highly aware 2 aware 1 moderately aware 0 not aware
14. All Title I equipment must be properly labeled.
3 highly aware 2 aware 0 moderately aware 0 not aware
15. Title I activities and services must be provided only to students enrolled in the Title I program.
4 highly aware 1 aware 0 moderately aware 0 not aware
16. Title I activities and/or supportive services must be supplemental to and do not supplant the M.T.U.'s regular educational program.
2 highly aware 3 aware 0 moderately aware 0 not aware
17. The M.T.U. must maintain its required fiscal and institutional services support from State and local sources to all Title I students.
0 highly aware 5 aware 0 moderately aware 0 not aware
18. The Title I program must provide preservice and/or inservice opportunities for teacher aides with the professional staff they assist.
2 highly aware 0 aware 2 moderately aware 1 not aware
19. Title I staff must develop policies and procedures for monitoring project activities.
1 highly aware 2 aware 2 moderately aware 0 not aware
20. Title I project participants must be under 21 years of age.
4 highly aware 1 aware 0 moderately aware 0 not aware

21. The M.T.U. must adopt an administrative policy which clearly outlines all lines of responsibility for central office, local building, and project administrators pertaining to each aspect of the Title I project.

0 highly aware 2 aware 2 moderately aware 0 not aware

22. Job specifications must be developed for all Title I positions which contain qualifications for and responsibilities in the Title I project.

2 highly aware 3 aware 0 moderately aware 0 not aware

23. The Title I project must employ sufficient staff to ensure achievement of project goals and activities.

1 highly aware 2 aware 2 moderately aware 0 not aware

24. Staff evaluation policies and procedures must be developed and implemented for all personnel associated with the Title I project.

1 highly aware 3 aware 1 moderately aware 0 not aware

25. The Title I project must develop an evaluation system for the staff development component which includes the participant recommendations for improvement and follow-up in the classroom.

0 highly aware 2 aware 2 moderately aware 1 not aware

26. The Title I project must implement an individualized instructional program for each participant.

2 highly aware 3 aware 0 moderately aware 0 not aware

27. The project must have a diagnostic or locator system which identifies each Title I student's academic skill deficiencies and provides systematic placement according to instructional need.

1 highly aware 4 aware 0 moderately aware 0 not aware

28. The Title I project must maintain a record-keeping system which documents student growth.

4 highly aware 1 aware 0 moderately aware 0 not aware

29. The Title I project director must maintain an accurate file on previous and current project records.

2 highly aware 3 aware 0 moderately aware 0 not aware

30. The Title I project objectives and activities must be coordinated with the M.T.U.'s regular educational system.

2 highly aware 3 aware 0 moderately aware 0 not aware

31. The Title I project must conduct a planned and approved pre- and posttesting of each student.

3 highly aware 2 aware 0 moderately aware 0 not aware

NON-INSTRUCTIONAL STAFF
n=22

DIRECTIONS: The following statements refer to federal guidelines for Title I projects. Place a check (x) in the space to the left of the statement which best reflects your awareness of the federal guidelines.

1. The Title I project must use a comprehensive planning model involving members of the school staff.

2 highly aware 6 aware 7 moderately aware 7 not aware

2. The Title I project must conduct a needs assessment which identifies students who have the greatest educational needs.

0 highly aware 13 aware 6 moderately aware 3 not aware

3. The project director must maintain a list of all participating students.

7 highly aware 7 aware 6 moderately aware 2 not aware

4. The building principal must maintain a list of participating students and the services they are receiving.

3 highly aware 8 aware 5 moderately aware 6 not aware

5. The Title I project must maintain the criteria for program participation as well as procedures for replacing students.

2 highly aware 7 aware 8 moderately aware 5 not aware

6. The Title I project must provide services for students having the greatest educational needs.

5 highly aware 9 aware 3 moderately aware 5 not aware

7. Each Title I staff person must be aware of the approved product and process objectives for their component.

1 highly aware 8 aware 6 moderately aware 7 not aware

8. The process objectives of the Title I program must be implemented for each Title I position.

0 highly aware 6 aware 2 moderately aware 14 not aware

9. The Title I project must provide evidence that the project information, including evaluation results, is being disseminated.

0 highly aware 3 aware 6 moderately aware 13 not aware

10. The Title I project must provide evidence that the previous evaluation data and recommendations have been used to improve the delivery of the current Title I services to students.

0 highly aware 3 aware 10 moderately aware 9 not aware

11. The approved Title I product evaluation design must be implemented.

1 highly aware 3 aware 6 moderately aware 12 not aware

12. The approved Title I process evaluation design must be implemented.

1 highly aware 3 aware 5 moderately aware 13 not aware

13. The project director must maintain a current inventory of all Title I equipment.

3 highly aware 5 aware 6 moderately aware 8 not aware

14. All Title I equipment must be properly labeled.

3 highly aware 5 aware 5 moderately aware 9 not aware

15. Title I activities and services must be provided only to students enrolled in the Title I program.

3 highly aware 4 aware 4 moderately aware 11 not aware

16. Title I activities and/or supportive services must be supplemental to and do not supplant the M.T.U.'s regular educational program.

2 highly aware 5 aware 6 moderately aware 9 not aware

17. The M.T.U. must maintain its required fiscal and institutional services support from State and local sources to all Title I students.

3 highly aware 5 aware 4 moderately aware 10 not aware

18. The Title I program must provide preservice and/or inservice opportunities for teacher aides with the professional staff they assist.

4 highly aware 0 aware 2 moderately aware 16 not aware

19. Title I staff must develop policies and procedures for monitoring project activities.

0 highly aware 8 aware 8 moderately aware 6 not aware

20. Title I project participants must be under 21 years of age.

1 highly aware 3 aware 1 moderately aware 17 not aware

21. The M.T.U. must adopt an administrative policy which clearly outlines all lines of responsibility for central office, local building, and project administrators pertaining to each aspect of the Title I project.

0 highly aware 2 aware 7 moderately aware 13 not aware

22. Job specifications must be developed for all Title I positions which contain qualifications for and responsibilities in the Title I project.

0 highly aware 4 aware 10 moderately aware 8 not aware

23. The Title I project must employ sufficient staff to ensure achievement of project goals and activities.

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1 highly aware 5 aware 9 moderately aware 7 not aware

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0 highly aware 6 aware 8 moderately aware 8 not aware

28. The Title I project must maintain a record-keeping system which documents student growth.

1 highly aware 12 aware 5 moderately aware 4 not aware

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4. The building principal must maintain a list of participating students and the services they are receiving.

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5. The Title I project must maintain the criteria for program participation as well as procedures for replacing students.

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6. The Title I project must provide services for students having the greatest educational needs.

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4. The building principal must maintain a list of participating students and the services they are receiving.

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5. The Title I project must maintain the criteria for program participation as well as procedures for replacing students.

 highly aware aware moderately aware not aware

6. The Title I project must provide services for students having the greatest educational needs.

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7. Each Title I staff person must be aware of the approved product and process objectives for their component.

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15. Title I activities and services must be provided only to students enrolled in the Title I program.
_____ highly aware _____ aware _____ moderately aware _____ not aware
16. Title I activities and/or supportive services must be supplemental to and do not supplant the M.T.U.'s regular educational program.
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_____ highly aware _____ aware _____ moderately aware _____ not aware
18. The Title I program must provide preservice and/or inservice opportunities for teacher aides with the professional staff they assist.
3 highly aware 1 aware 1 moderately aware 3 not aware
19. Title I staff must develop policies and procedures for monitoring project activities.
_____ highly aware _____ aware _____ moderately aware _____ not aware
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31. The Title I project must conduct a planned and approved pre- and posttesting of each student.

4 highly aware 1 aware 2 moderately aware 1 not aware

APPENDIX B
NON-INSTRUCTIONAL STAFF SURVEY

PAGE 1

**GRAND
VALLEY
STATE
COLLEGES**

NON-INSTRUCTIONAL, CORRECTIONAL STAFF
MICHIGAN TRAINING UNIT 140
MICHIGAN DEPARTMENT OF CORRECTIONS
TITLE I EDUCATIONAL PROGRAM
FISCAL YEAR 1977-78

Allendale, Michigan 49401 • 616/895 6611 • An Equal Opportunity Employer

I AM CONDUCTING A STUDY OF PROGRAMS IN THE MICHIGAN TRAINING UNIT WHICH ARE FUNDED THROUGH TITLE I LEGISLATION. AS A BASIS FOR THE STUDY, I AM GATHERING A VARIETY OF DESCRIPTIVE DATA FROM A NUMBER OF SOURCES. I AM ASKING FOR YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS TO AID IN THIS STUDY. PLEASE NOTE, I DO NOT ASK THAT YOU IDENTIFY YOURSELF, THEREBY ASSURING THAT YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY. AS A CONSEQUENCE, I HOPE THAT YOU WILL PROVIDE ME WITH THE INFORMATION REQUESTED BELOW AS ACCURATELY AND COMPLETELY AS POSSIBLE.

THANK YOU

FAITE R-P. MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

NON-INSTRUCTIONAL, CORRECTIONAL STAFF QUESTIONNAIRE

Conducted by Faite R-P. Mack, Ph.D.

1. How long have you worked at the Michigan Training Unit?

<u>9%</u>	1 - 2 years	<u>9%</u>	7 - 8 years
<u>32%</u>	3 - 4 years	<u>32%</u>	9 or more years
<u>18%</u>	5 - 6 years		

2. Generally, are you familiar with the Title I or compensatory education program conducted at M.T.U.?

82% yes

18% no

If yes, briefly describe the program _____

Basic education program for those who cannot read or write - 45%

To assist those with academic deficiencies - 14%

Not Aware - 45% ; Means of financing education at M.T.U. - 5%

For those with a low I.Q. - 5%

3. Have you ever been asked to assist or become more informed about the Title I program?

18% yes

82% no

If yes, briefly describe Former teacher aide - 9%To motivate students - 5%To monitor behavior problems - 5%

4. Have any teachers or instructional aides informed you about problems they might be having with students you were familiar with?

68% yes

32% no

If yes, were the students connected with the Title I program?

68% yes

-0- no

If yes, was the teacher or aide from the Title I program? 68% yes

-0- no

5. In general, do you believe most students are doing as well as they can in school?

2% yes

20% no

6. Have you been able to see or talk to these people whenever you need to?

	<u>Yes</u>	<u>No</u>	<u>Never Tried</u>
school principal	<u>91%</u>	<u>-0-</u>	<u>9%</u>
Title I coordinator	<u>86%</u>	<u>-0-</u>	<u>14%</u>
Title I teachers	<u>50%</u>	<u>5%</u>	<u>45%</u>
Title I teacher aides	<u>41%</u>	<u>5%</u>	<u>55%</u>

7. How often do you hear from the school in the following ways?

	<u>Number of Times Per Year</u>				
	<u>Never</u>	<u>1-2</u>	<u>3-4</u>	<u>11-20</u>	<u>21 or more</u>
written reports about students	<u>27%</u>	<u>5%</u>	<u>-0-</u>	<u>18%</u>	<u>50%</u>
invitations to visit the school	<u>87%</u>	<u>9%</u>	<u>5%</u>	<u>-0-</u>	<u>5%</u>
telephone calls	<u>14%</u>	<u>9%</u>	<u>9%</u>	<u>9%</u>	<u>77%</u>
visits by school staff	<u>32%</u>	<u>27%</u>	<u>27%</u>	<u>-0-</u>	<u>14%</u>
conferences at the school	<u>82%</u>	<u>9%</u>	<u>5%</u>	<u>5%</u>	<u>-0-</u>

8. How often do you hear from the Title I program in the following ways?

	<u>Number of Times Per Year</u>				
	<u>Never</u>	<u>1-2</u>	<u>3-4</u>	<u>11-20</u>	<u>21 or more</u>
written reports about students	<u>45%</u>	<u>5%</u>	<u>5%</u>	<u>5%</u>	<u>4%</u>
invitations to visit the Title I program	<u>82%</u>	<u>9%</u>	<u>5%</u>	<u>-0-</u>	<u>-0-</u>
telephone calls	<u>32%</u>	<u>14%</u>	<u>14%</u>	<u>23%</u>	<u>23%</u>
visits by Title I staff	<u>59%</u>	<u>9%</u>	<u>23%</u>	<u>-0-</u>	<u>9%</u>
conferences at the Title I program	<u>82%</u>	<u>9%</u>	<u>9%</u>	<u>-0-</u>	<u>-0-</u>

9. What do you think is the school's most important function or job (you may choose more than one)?

- _____ teaching students reading and math
- _____ helping students learn to get along better with others
- _____ teaching students about who they are and how they develop
- _____ helping students to choose future careers
- _____ other (describe) a. custodial = 5%; b. develop self-awareness and interest = 14%; c. teach respect for others = 5%; d. teach perseverance and responsibility = 14%; e. help with personal problems = 5%; f. teach discipline = 5%; and, g. expand course offerings = 5%.

10. How successful would you say the M.T.U.'s school has been with students in the following areas?

	Very Successful	Successful	Not Very Successful
teaching students reading and mathematics	<u>-0-</u>	<u>50%</u>	<u>50%</u>
teaching students how to get along better with others	<u>-0-</u>	<u>41%</u>	<u>59%</u>
teaching students about who they are and how they develop	<u>-0-</u>	<u>18%</u>	<u>82%</u>
helping students choose a future career	<u>-0-</u>	<u>27%</u>	<u>73%</u>

11. Based on your general knowledge of the Title I program, how successful would you say the program has been with students in the following areas?

	Very Successful	Successful	Not Very Successful
teaching students reading and mathematics	<u>32%</u>	<u>50%</u>	<u>18%</u>
teaching students how to get along better with others	<u>-0-</u>	<u>55%</u>	<u>45%</u>
teaching students about who they are and how they develop	<u>-0-</u>	<u>45%</u>	<u>55%</u>
helping students choose a future career	<u>-0-</u>	<u>23%</u>	<u>77%</u>

12. Describe the several ways that students are selected for placement in the Title I program:

- a. Test at R.G.C. = 18%
- b. Test at M.Y.U. = 18%
- c. Referral (counseling staff) = 14%
- d. Available opening = 9%
- e. Aptitude test score = 9%
- f. Overall A.G.E. score = 5%
- g. Reading and Math score below 6.0 = 5%
- h. Don't know = 9%

13. Describe the several ways that students are transferred out of the Title I program:

- a. Behavior/discipline = 55%
- b. Reach Title I level = 41%
- c. Attain 8.0 level = 27%
- d. Quit or volunteer to get out = 18%
- e. Attain 6.0 level = 18%
- f. Transfer to another assignment or faculty = 18%
- g. Recommendation from staff = 5%
- h. Cheat on tests = 5%
- i. Don't know = 9%

14. Have you received any newsletters or other written reports about activities in the M.T.U.'s school?

18% yes

82% no

15. Have you been given any letters or written reports which tell about the Title I program?

5% yes

95% no

16. How much do you feel you know about what the Title I program is trying to do?

5% a lot

41% some

50% not very much

5% nothing

17. Would you please tell those things which you especially like about the Title I program at the M.T.U.?

- a. Individual program = 50%
- b. Program has immediate impact on the low achiever = 45%
- c. Attention/dedication of staff = 27%
- d. Better/more qualified staff than regular program = 23%
- e. Students show more motivation = 18%
- f. More equipment = 14%
- g. Behavior seems to improve = 5%
- h. Helps Spanish speaking students learn English = 5%
- i. Don't know = 5%
- j. Nothing = 5%

18. Would you please tell those things which you would like to see changed or improved in the Title I program at the M.T.U.?

- a. Should inform officers and staff more about Title I = 28%
- b. Add more students who need the program = 27%
- c. Separate academically motivated students = 23%
- d. Improve score reporting since they are misleading, with students functioning far below the reported level = 14%
- e. Should be more vocational = 9%
- f. Provide in-service for teachers to keep them current with new developments = 9%
- g. Add more teachers = 9%
- h. Recruit more minority staff members = 9%
- i. Better record-keeping system = 5%
- j. Help students to become educationally qualified for the vocational program = 5%
- k. Have a broader range of courses than just reading and mathematics = 5%
- l. Develop smaller instructional units rather than a full-day = 5%
- m. Provide more recognition for the competence of the teacher-aides = 5%
- n. Obtain more equipment = 5%
- o. Make it easier to remove discipline problems = 5%
- p. Too much spent on the program, excessive expenditures which should be reduced = 5%
- q. Don't know = 9%

19. For the Title I program, what percent of the student enrollment would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	0-0	9%	5%	50%
1 - 10%	-0-	-0-	73%	82%	32%
11 - 20%	5%	-0-	5%	-0-	-0-
21 - 30%	27%	-0-	-0-	-0-	-0-
31 - 40%	27%	14%	-0-	-0-	-0-
41 - 50%	27%	41%	-0-	-0-	-0-
51 - 60%	-0-	18%	-0-	-0-	-0-
61 - 70%	-0-	14%	-0-	-0-	-0-
71 - 80%	-0-	-0-	-0-	-0-	-0-
81 - 90%	-0-	-0-	-0-	-0-	-0-
91 - 100%	-0-	-0-	-0-	-0-	-0-

Not Aware = 14%

20. For the Title I program, what percent of the instructional staff (administrators, teachers, aides) would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	32%	59%	59%	32%
1 - 10%	-0-	23%	23%	23%	50%
21 - 40%	3%	23%	-0-	-0-	-0-
41 - 60%	18%	5%	-0-	-0-	-0-
61 - 80%	27%	-0-	-0-	-0-	-0-
81 - 99%	18%	-0-	-0-	-0-	-0-
100%	14%	-0-	-0-	-0-	-0-

APPENDIX C
ADMINISTRATIVE STAFF SURVEY

GRAND
VALLEY
STATE
COLLEGES

MICHIGAN TRAINING UNIT 148
MICHIGAN DEPARTMENT OF CORRECTIONS
TITLE I EDUCATIONAL PROGRAM
FISCAL YEAR 1977-78

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

I AM CONDUCTING A STUDY OF PROGRAMS IN THE MICHIGAN TRAINING UNIT WHICH ARE FUNDED THROUGH TITLE I LEGISLATION. AS A BASIS FOR THE STUDY, I AM GATHERING A VARIETY OF DESCRIPTIVE DATA FROM A NUMBER OF SOURCES. I AM ASKING FOR YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS TO AID IN THIS STUDY. PLEASE NOTE, I DO NOT ASK THAT YOU IDENTIFY YOURSELF, THEREBY ASSURING THAT YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY. AS A CONSEQUENCE, I HOPE THAT YOU WILL PROVIDE ME WITH THE INFORMATION REQUESTED BELOW AS ACCURATELY AND COMPLETELY AS POSSIBLE.

THANK YOU

FAITE R-P, MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

ADMINISTRATIVE STAFF QUESTIONNAIRE

N = 6

149

Conducted by Faite R-P. Mack, Ph.D.

1. What is the extent of your experience in serving as either a school principal or school administrator/program coordinator?

_____ 1 - 2 years	_____ 7 - 8 years
<u>17%</u> 3 - 4 years	<u>50%</u> 9 or more years
<u>17%</u> 5 - 6 years	<u>17%</u> Not answered

2. How long have you been a principal or school administrator/program coordinator at the Michigan Training Unit?

<u>17%</u> 1 - 2 years	_____ 7 - 8 years
<u>17%</u> 3 - 4 years	<u>33%</u> 9 or more years
<u>17%</u> 5 - 6 years	<u>17%</u> Not answered

3. How many years have you been involved in a Title I program, either as an administrator in a building which received Title I funds or in some other role directly associated with delivery of Title I services?

<u>33%</u> 1 - 2 years	_____ 7 - 8 years
<u>17%</u> 3 - 4 years	<u>33%</u> 9 or more years
_____ 5 - 6 years	<u>17%</u> Not answered

4. What is the total number of students presently enrolled in your school?

142 = 17%
227 = 17%
600 = 67%

5. Of them, how many are identified as Title I students (to the best of your knowledge)?

100 = 33% 150 = 17%
120 = 17%
129 = 17% Not aware = 17%

DUE TO OUR NEED TO ASCERTAIN WHETHER CERTAIN DIFFERENCES EXIST BETWEEN NON-TITLE I AND TITLE I STUDENTS, SEVERAL OF THE FOLLOWING QUESTIONS WILL REQUIRE TWO ANSWERS, ONE FOR EACH GROUP RESPECTIVELY.

6. Of those students enrolled in your building, what is the average daily percentage of attendance?

<u>non-Title I</u>		<u>Title I</u>	Not Ware = 1
<u>17%</u>	98 - 100%	<u>17%</u>	
<u>33%</u>	95 - 97%	<u>33%</u>	
<u>17%</u>	92 - 94%	<u>17%</u>	
<u> </u>	89 - 91%	<u> </u>	
<u> </u>	86 - 88%	<u> </u>	
<u>17%</u>	85% or less	<u>17%</u>	

7. Since September 1, 1977, what percentage of your students have transferred from another institution into your school?

<u>non-Title I</u>		<u>Title I</u>
<u> </u>	0 %	<u> </u>
<u> </u>	1 - 20%	<u> </u>
<u>33%</u>	21 - 40%	<u>33%</u>
<u>33%</u>	41 - 60%	<u>33%</u>
<u> </u>	61 - 80%	<u> </u>
<u>17%</u>	81 - 100%	<u>17%</u>
<u>17%</u>	Not aware	<u>17%</u>

8. Similarly, what percentage of your students have transferred from M.T.U. into another school/institution?

<u>non-Title I</u>		<u>Title I</u>
<u> </u>	0 %	<u> </u>
<u>17%</u>	1 - 20%	<u>17%</u>
<u>50%</u>	21 - 40%	<u>50%</u>
<u> </u>	41 - 60%	<u> </u>
<u> </u>	61 - 80%	<u> </u>
<u>17%</u>	81 - 100%	<u>17%</u>
<u>17%</u>	Not aware	<u>17%</u>

9. Which of the following best describes the socio-economic background of the majority of students in your program at M.T.U.?

non-Title I

Title I

83%

most are from low income families

83%

_____ most are from middle income families

_____ most are from upper income families

_____ they are distributed proportionately among the three levels

_____ most are from a combination of _____ and _____ income families

17%

Not aware

17%

10. How many instructional aides are presently on your building staff? 0 = 17%

4 = 17%

5 = 50%

6 = 17%

11. Of those, how many instructional aides' salaries are paid through Title I funding?

0 = 17%

6 = 17%

4 = 17%

5 = 50%

12. Of the Title I funded aides, what portion of their time would you estimate is spent serving your Title I students exclusively?

_____ 0 %

_____ 41 - 60%

_____ 1 - 20%

_____ 61 - 80%

_____ 21 - 40%

83% 81 - 100%

17% Not aware

13. Which of the following statements best describes the training requirements for the paraprofessionals in your school this year?

<u>non-Title I</u>		<u>Title I</u>
<u>17%</u>	they are given no formal training but receive on-the-job training	<u>17%</u>
_____	they are given a general orientation but no specific training	_____
<u>83%</u>	they are given specific training in certain specialized areas	<u>83%</u>
_____	they are given continual on-going training workshops	_____
_____	they must have completed or be attending a course program (from a junior college, for example) for paraprofessionals	_____

14. To the best of your knowledge, how many days of training (total) have been provided the paraprofessionals of your school since September 1, 1977 in the use of materials, organization, and instructional techniques?

_____ days 5 = 33%
 8 = 17%
 10 = 17%
 Not aware = 17%

15. Has your teaching staff received any in-service training in combination with the paraprofessionals who assist them?

67% yes, most everyone
 _____ yes, but generally only teachers
 _____ yes, but generally only aides
 17% no
 17% not aware

16. Have you, this funding period, specifically asked your staff members what types of in-service training they would find helpful?

67% yes, most everyone
 _____ yes, but generally only teachers
 _____ yes, but generally only aides
 33% no

17. How frequently do you assist and give support to your staff concerning ways of improving their instructional program?

non-Title I programsTitle I program

<u>67%</u>	very often	<u>33%</u>
<u>33%</u>	often	<u>33%</u>
_____	sometimes	_____
_____	seldom	_____
_____	very seldom	_____
	not aware	<u>33%</u>

18. Do you monitor the extent to which ideas presented in in-service training are actually used in the classroom?

17% yes

83% no

19. Does the M.T.U. have a program of continuous staff in-service and training for educators?

17% yes

83% no

20. How often do teachers on your staff meet as a group to discuss ways of improving student achievement?

33% very often

33% seldom

33% often

_____ very seldom

_____ sometimes

21. Have you provided your staff members with written task analyses and timelines for delivery of major activities?

Concerning non-Title I studentsConcerning Title I students

<u>67%</u>	yes	<u>50%</u>
<u>33%</u>	no	<u>33%</u>
	Not aware	<u>17%</u>

Comments: _____

Timeline is almost impossible to keep.

22. Do you have written job specifications for all Title I positions which contain qualifications for and responsibilities within the Title I project?

67% yes (please provide copy)

 no

33% not aware

23. Have you provided your staff with a review of the purposes of Title I, its rules, regulations, and guidelines, and the Title I program which was approved for your institution?

33% yes, for the entire staff

33% yes, but generally only teachers

 yes, but generally only aides

33% no

24. Do you have available to you written materials describing the M.T.U.'s Title I program or its practices for distribution to staff and/or other interested individuals?

50% yes (please provide copy) "Each staff member receives
a copy of the proposal."

50% no

25. Please indicate your awareness of any written program objectives which pertain specifically to the M.T.U.'s Title I program; that is, your familiarity with the anticipated outcomes (desired effects) of providing additional services to Title I students in your institution.

33% I am highly aware of such program objectives.

50% I am moderately aware of such program objectives.

17% I am relatively unaware of any such program objectives.

26. If you are aware of Title I program objectives, would you describe them as being clearly stated in terms of student outcomes?

83% yes

 no

17% not aware

27. Have you been provided with written selection criteria for Title I (student) participation, as well as procedures for replacing students?

50% yes

33% no

17% not aware

28. Do you feel an adequate Title I student needs assessment is conducted, i.e., one which is generally effective in identifying those students most in need of Title I services?

83% yes

17% no

29. Concerning planning of your building's Title I program, are you provided sufficient time to effectively develop a program and to involve all appropriate persons in the planning process?

33% yes

33% no

33% not aware

30. Do you issue to your staff regular bulletins, memos, or letters to keep them informed about Title I activities?

 yes (please provide copies)

100% no

31. In comparison to other instructional staff, how to the teachers of Title I students communicate about student progress with non-instructional, correctional staff?

17% considerably more often

 slightly less often

17% slightly more often

 considerably less often

50% about the same

17% not aware

32. In general, how do non-instructional, correctional staff feel about the achievement of students in your school?

<u>non-Title I students</u>		<u>Title I students</u>
<u>33%</u>	most feel they are achieving exceptionally well	<u>33%</u>
<u>33%</u>	most feel they are achieving adequately	<u>17%</u>
<u>33%</u>	most feel they are achieving somewhat less than adequately	<u>33%</u>
<u> </u>	most feel they are achieving considerably less than adequately	<u> </u>

33. As they were originally described at the outset of the project (or modified and approved thereafter), do you feel all components of the M.T.U.'s Title I program are being implemented?

50% yes 33% Not Aware

17% no

34. Would you agree with the following: Title I activities and/or supportive services are provided only to students enrolled in the Title I project, are supplemental to, and do not supplant (are in addition to, rather than in place of) the M.T.U.'s regular educational program?

100% yes

 no

35. How would you rate the academic ability of the students in your school when compared with other schools?

<u>non-Title I students</u>		<u>Title I students</u>
<u> </u>	ability here is much higher	<u> </u>
<u> </u>	ability here is somewhat higher	<u> </u>
<u>50%</u>	ability here is about the same	<u>33%</u>
<u>50%</u>	ability here is somewhat lower	<u>50%</u>
<u> </u>	ability here is much lower	<u>17%</u>

39. How effective was the in-service training program provided your paraprofessionals/aides (since September 1, 1977) in preparing and assisting them in the conduct of their activities in the classroom?

<u>17%</u>	very effective	<u> </u>	somewhat effective
<u>50%</u>	reasonably effective	<u> </u>	very ineffective
		<u>33%</u>	Not Aware

40. Did you play a role in identifying/selecting Title I students this year?

50%	yes
50%	no

If yes, briefly describe your role

- Classify if scores show the need = 17%

-Test and place in program = 17%

- Supervise and review placement = 17%

41. Who has responsibility for pretesting Title I students?

(name) <u>Kalmanek = 50%</u>	(title) <u>Teacher/Supervisor/Coordinator/</u>
(name) <u>Cartensen = 50%</u>	(title) <u>Aide</u>
(name) _____	(title) _____

42. Who has responsibility for posttesting Title I students?

(name)	Kalmanek = 50%	(title)	Teacher/Coordinator
(name)	Amed = 33%	(title)	Teacher
(name)	Hagen = 33%	(title)	Teacher
(name)	Snyder = 17%	(title)	Teacher

- 43 Indicate participation lists maintained by your office:

<u>non-Title I</u>		<u>Title I</u>
<u>33%</u>	active students	<u>17%</u>
<u>33%</u>	transferred students	<u>33%</u>
<u>33%</u>	not aware	<u>83%</u>

44. Indicate achievement data maintained by your office:

non-Title I

Title I

33%

active students

33%

33%

transferred students

33%

33%

not aware

33%

45. How successful would you say your school has been with regard to student development in the following areas?

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL	NOT AWARE
<u>FOR NON-TITLE I STUDENTS</u>						
teaching of academic skills	<u>17%</u>	<u>33%</u>	<u>33%</u>	<u>-0-</u>	<u>-0-</u>	17%
enhancing social skills	<u>-0-</u>	<u>-0-</u>	<u>83%</u>	<u>-0-</u>	<u>-0-</u>	17%
personal growth and development	<u>-0-</u>	<u>-0-</u>	<u>100%</u>	<u>-0-</u>	<u>-0-</u>	-0-
educational/occupational aspirations	<u>17%</u>	<u>17%</u>	<u>67%</u>	<u>-0-</u>	<u>-0-</u>	-0-
<u>FOR TITLE I STUDENTS</u>						
teaching of academic skills	<u>33%</u>	<u>33%</u>	<u>17%</u>	<u>-0-</u>	<u>-0-</u>	17%
enhancing social skills	<u>-0-</u>	<u>17%</u>	<u>83%</u>	<u>-0-</u>	<u>-0-</u>	17%
personal growth and development	<u>-0-</u>	<u>33%</u>	<u>67%</u>	<u>-0-</u>	<u>-0-</u>	-0-
educational/occupational aspirations	<u>17%</u>	<u>33%</u>	<u>33%</u>	<u>-0-</u>	<u>-0-</u>	-0-

46. What do you believe are the specific strong points of the Title I program used in the Michigan Training Unit?

- a. Reduction of teacher-pupil ratio.
- b. Individualized program.
- c. Supplemental resources/facilities.
- d. Raising basic skill levels.
- e. Increase of self-concepts.
- f. Excluding students when they reach 21 years of age.
- g. Not aware - 1.
- h. Individual attention given by aides II.
- i. Rapid rate of achievement in comparison with the regular program.

47. What, generally, are the weaknesses of a compensatory education program such as Title I?

- a. Does not provide assistance for students over the age of 21 years.
- b. Can't segregate Title I from non-Title I students.
- c. Extra paperwork.
- d. Should involve some of the vocational personnel.
- e. Should be provided with more information about program.
- f. Will be unable to correct any of the weaknesses which may be found.
- g. Unknown.
- h. Grant awarded to State's Department of Corrections and not to each institution.

48. What do you believe are the specific weak points of the Title I program used in the Michigan Training Unit?
- a. High degree of student turn-over.
 - b. Program may run from K-8 in the same class.
 - c. Teachers are not given released in-service time to learn new delivery systems.
 - d. No provision for in-service at the department level.
 - e. Classroom facilities.
 - f. Excluding individuals when they reach 21 years of age.
 - g. Not aware.
 - h. Open classroom arrangements.
 - i. Need more teacher aides.
49. What actions would you take next year to improve the effectiveness of services provided by you and your staff for your Title I students?
- a. Add more teacher aides.
 - b. Improve in-service training program.
 - c. Reduce the student transiency rate.
 - d. Eliminate the open classroom physical setting.
 - e. Make institution more aware of the program.
 - f. Establish a pre-service program for aides, including a mini-course in tutoring.
 - g. Make the program more flexible and adaptable for change.
 - h. Mandate the Department of Corrections implement all changes recommended by the evaluator.

50. For the Title I program, what percent of the student enrollment would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	-0-	33%	17%	67%
1 - 10%	-0-	-0-	50%	67%	17%
11 - 20%	-0-	-0-	-0-	-0-	-0-
21 - 30%	17%	-0-	-0-	-0-	-0-
31 - 40%	33%	-0-	-0-	-0-	-0-
41 - 50%	33%	33%	-0-	-0-	-0-
51 - 60%	-0-	33%	-0-	-0-	-0-
61 - 70%	-0-	-0-	-0-	-0-	-0-
71 - 80%	-0-	17%	-0-	-0-	-0-
81 - 90%	-0-	-0-	-0-	-0-	-0-
91 - 100%	-0-	-0-	-0-	-0-	-0-
Not Aware	17%	17%	17%	17%	17%

51. For the Title I program, what percent of the instructional staff (administrators, teachers, aides) would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	83%	17%	83%	-0-
1 - 10%	-0-	-0-	67%	-0-	83%
21 - 40%	-0-	-0-	-0-	-0-	-0-
41 - 60%	-0-	-0-	-0-	-0-	-0-
61 - 80%	67%	-0-	-0-	-0-	-0-
81 - 99%	33%	-0-	-0-	-0-	-0-
100%	-0-	-0-	-0-	-0-	-0-
Not Aware	17%	17%	17%	17%	17%

APPENDIX D
REGULAR TEACHER SURVEY
PART I

GRAND
VALLEY
STATE
COLLEGES

INSTRUCTIONAL STAFF QUESTIONNAIRE

MICHIGAN TRAINING UNIT

164

MICHIGAN DEPARTMENT OF CORRECTIONS

TITLE I EDUCATIONAL PROGRAM

FISCAL YEAR 1977- 73

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

I AM CONDUCTING A STUDY OF PROGRAMS IN THE MICHIGAN TRAINING UNIT WHICH ARE FUNDED THROUGH TITLE I LEGISLATION, AS A BASIS FOR THE STUDY, I AM GATHERING A VARIETY OF DESCRIPTIVE DATA FROM A NUMBER OF SOURCES, I AM ASKING FOR YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS TO AID IN THIS STUDY, PLEASE NOTE, I DO NOT ASK THAT YOU IDENTIFY YOURSELF, THEREBY ASSURING THAT YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY, AS A CONSEQUENCE, I HOPE THAT YOU WILL PROVIDE ME WITH THE INFORMATION REQUESTED BELOW AS ACCURATELY AND COMPLETELY AS POSSIBLE.

THANK YOU

FAITE R-P. MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART I

INSTRUCTIONAL STAFF QUESTIONNAIRE -- Pt. 1. 9.

CONDUCTED BY FAIR R-P. MACK, PH.D.

165

REGULAR PROGRAM TEACHERS N = 10

1. What is your present staff classification? RESPONSE BY PERCENT

_____ Title I Teacher
_____ Title I Aide
100% Regular Program Teacher
_____ Regular Program Aide

2. What is your present educational background?

_____ high school degree
20% bachelor's degree
60% bachelor's degree, plus additional graduate credits
10% master's degree
10% master's degree, plus additional graduate credits
_____ other--please describe: _____

3. What is the most typical instructional level of your students?

Supposedly high school; vocational high school; high school science;
Junior High school; 8-12 grades; welding, industrial arts; High School
general; High School; 8 and above.

4. How many years (including the present) have you been involved in teaching?

_____ 1 - 2 yr 30% 7 - 8 yr
_____ 3 - 4 yr 60% 9 or more years
10% 5 - 6 yr

5. How many years (including the present) have you been involved in teaching at the Michigan Training Unit?

20% 1 - 2 yr 40% 7 - 8 yr
10% 3 - 4 yr 20% 9 or more years
10% 5 - 6 yr

6. How many years have you been involved in a Title I program: 166
that is, instructing students identified as Title I participants?
(NOT APPLICABLE)

_____ 0 yr.	_____ 5 - 6 yr.
_____ 1 - 2 yr.	_____ 7 - 8 yr.
_____ 3 - 4 yr.	_____ 9 or more years.

DUE TO OUR NEED TO ASCERTAIN WHETHER CERTAIN DIFFERENCES EXIST BETWEEN NON-TITLE I AND TITLE I STUDENTS, SEVERAL OF THE REMAINING QUESTIONS WILL REQUIRE TWO ANSWERS, ONE FOR EACH GROUP RESPECTIVELY. IF YOU INSTRUCT ONLY NON-TITLE I OR TITLE I STUDENTS, PLEASE CONFINE YOUR ANSWERS TO THE APPROPRIATE GROUP (AS DETERMINED BY THE COLUMN HEADING), LEAVING THE OTHER BLANK.

7. Of those students enrolled in your classroom, what is the average daily percentage of attendance?

<u>non-Title I</u>	<u>Title I</u>
_____ 98 - 100%	_____
_____ 20% 95 - 97%	_____
_____ 50% 92 - 94%	_____
_____ 20% 89 - 91%	_____
_____ 10% 86 - 88%	_____
_____ 85% or less _____	_____

8. Over the course of the school year, what percentage of your students have transferred from another school/institution into your classroom?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 4%	_____
_____ 5 - 9%	_____
_____ 10 - 14%	_____
_____ 15 - 19%	_____
_____ 20 - 24%	_____
_____ 100% 25% or more _____	_____

9. Similarly, what percentage of your students have transferred from your classroom into another school/institution?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 4%	_____
_____ 5 - 9%	_____
_____ 10 - 14%	_____
_____ 15 - 19%	_____
_____ 20 - 24%	_____
_____ 100% 25% or more	_____

10. Which of the following best describes the socio-economic background of the majority of the students in your classroom?

<u>non-Title I</u>		<u>Title I</u>
<u>90%</u>	most are from low income families	_____
<u>10%</u>	most are from middle income families	_____
_____	most are from upper income families	_____
_____	they are distributed proportionately among the three levels	_____
_____	most are from a combination of _____ families and _____ income	_____

11. Please indicate your awareness of any written program objectives which pertain specifically to your institution's Title I program; that is, your familiarity with the anticipated outcomes (desired effects) of providing additional services to Title I students in the M.T.U.

30% I am highly aware of such program objectives.
40% I am moderately aware of such program objectives.
30% I am relatively unaware of any such program objectives.

12. If aware of Title I program objectives, would you describe them as being clearly stated in terms of student outcomes?

40% Yes 40% Not aware
20% no

13. What is the total number of students presently enrolled in your class?

19=20% 21=20%
 20=40% 22=20%
 24=30%

14. Of the total number of students enrolled in your class(es), what percent of them are identified as Title I students?

10 - 19 = 20%	30 - 39 = 0%	100 = 10%
20 - 29 = 40%	60 - 69 = 10%	NA = 20%

15. How many paraprofessionals (aides or interns) assist you in your classroom? (NOT APPLICABLE)

_____ full-time personnel at _____ hrs/wk

_____ part-time personnel at _____ hrs/wk

16. If you have a paraprofessional to assist you, which of the following best describes his/her use? (NOT APPLICABLE)

- _____ only in non-instructional supportive activities with no direct student contact.
- _____ mostly in non-instructional supportive activities with some direct student contact.
- _____ equally for non-instructional supportive tasks and student instructional activities.
- _____ mostly for student instructional activities, some planning, but few non-instructional supportive tasks.
- _____ almost as a second teacher.
- _____ there is no paraprofessional.

16. If you are a paraprofessional, which of the following best describes your use? (NOT APPLICABLE)

- _____ only in non-instructional supportive activities with no direct student contact.
- _____ mostly in non-instructional supportive activities with some direct student contact.
- _____ equally for non-instructional supportive tasks and student instructional activities.
- _____ mostly for student instructional activities, some planning, but few non-instructional tasks.
- _____ almost as a second teacher.
- _____ there is no paraprofessional.

17. In regards to question # 16, what portion of his/her time would you estimate is spent serving your Title I students exclusively? (NOT APPLICABLE)

<u> </u> 0%	<u> </u> 41 - 60%
<u> </u> 1 - 20%	<u> </u> 61 - 80%
<u> </u> 21 - 40%	<u> </u> 81 - 100%

18. To your knowledge, is the individual described in question # 16 (paraprofessional) paid through Title I funding? (NOT APPLICABLE)

 yes

 no

 don't know

19. When planning for instruction, please indicate the frequency with which you use each of the following methods.

Method	Always	Frequently	Occasion- ally	Infre- quently	Never
Individual teacher planning	<u>50%</u>	<u>10%</u>	<u>-0-</u>	<u>10%</u>	<u>30%</u>
Team planning	<u>10%</u>	<u>-0-</u>	<u>10%</u>	<u>10%</u>	<u>70%</u>
Teacher-aide planning	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>100%</u>
Administrator-teacher/aide planning	<u>10%</u>	<u>10%</u>	<u>20%</u>	<u>30%</u>	<u>20%</u>
Planning by objectives	<u>80%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Other (describe)	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

20. On the average, how much planning time do you have during a typical school week?

 hrs/wk 3 = 10

 5 = 30

 7½ = 50

 7 = 10

21. Of the planning time available to you, how much do you spend exclusively on your Title I students?

<u>30%</u>	<u>0%</u>	<u>10%</u>	<u>41 - 60%</u>	10% = Not Aware
<u>50%</u>	<u>1 - 20%</u>	<u>-0-</u>	<u>61 - 80%</u>	
<u>-0-</u>	<u>21 - 40%</u>	<u>10%</u>	<u>81 - 100%</u>	

22. To what degree are your students' instructional programs individualized?

<u>non-Title I</u>		<u>Title I</u>
<u>80%</u>	always	_____
<u>10%</u>	frequently	_____
<u>-0-</u>	occasionally	_____
<u>-0-</u>	infrequently	_____
<u>10%</u>	never	_____

23. By what means are your students' instructional programs individualized? (More than one response possible)

<u>non-Title I</u>		<u>Title I</u>
_____	diagnosis by specialist	_____
<u>70%</u>	by classroom teacher	_____
_____	by computer	_____
_____	by student choice	_____
_____	by administrator	_____
<u>30%</u>	other (please specify)	_____

Team = 10%

CBI = 20%

Visual Aides = 10%

24. What percentage of the school day are your students working in small groups?

<u>non-Title I</u>		<u>Title I</u>
<u>80%</u>	<u>0 - 20%</u>	_____
<u>-0-</u>	<u>21 - 40%</u>	_____
<u>20%</u>	<u>41 - 60%</u>	_____
<u>20%</u>	<u>61 - 80%</u>	_____
<u>-0-</u>	<u>81 - 100%</u>	_____

25. By which of the following methods are students assigned to small (instructional) groups?

171

<u>non-Title I</u>		<u>Title I</u>
<u>50%</u>	small groups not used	_____
<u>-0-</u>	by students' interest in topic	_____
<u>10%</u>	by students' academic ability	_____
<u>30%</u>	by specific objective	_____
<u>10%</u>	according to some other criteria (describe)	_____
<u>Availability of automobiles = 10%</u>		

26. How many minutes per week would you estimate that your students receive instruction (within and outside your classroom) in reading and mathematics?

READING

<u>non-Title I</u>		<u>Title I</u>
<u>90%</u>	less than 100 minutes	_____
_____	100 to 150 minutes	_____
_____	151 to 200 minutes	_____
_____	201 to 250 minutes	_____
_____	251 to 300 minutes	_____
_____	more than 300 minutes	_____
<u>10%</u>	Not aware	_____

MATHEMATICS

<u>non-Title I</u>		<u>Title I</u>
<u>70%</u>	less than 100 minutes	_____
<u>-0-</u>	100 to 150 minutes	_____
<u>-0-</u>	151 to 200 minutes	_____
<u>10%</u>	201 to 250 minutes	_____
<u>-0-</u>	251 to 300 minutes	_____
<u>10%</u>	more than 300 minutes	_____
<u>10</u>	Not aware	_____

27. List the basic published materials (books, series, etc.) used most frequently in your classroom for instruction in reading and math.

(INFORMATION NOT REQUESTED)

READING

MATHEMATICS

28. Approximately what fraction of these materials did you either select by yourself or by assisting in their selection?

40% virtually none of the materials

10% about one-fourth

10% about three-fourths

10% about half

30% virtually all of the materials

29. Given total management of your classroom next year, what portion of this year's materials would you, yourself, use next year?

70% virtually all of the materials

10% about three-fourths

20% about one-half

-0- about one-fourth

-0- virtually none of the materials

30. To what extent are the materials you use correlated to the M.T.U.'s program objectives?

-0- I am unfamiliar with the Title I program objectives.

90% they are highly correlated

10% they are moderately correlated

-0- they are minimally correlated

-0- they have practically no correlation

31. Are the materials organized in order to be readily accessible to you as well as other staff members?

60% yes, very much so

30% yes, but accessibility could be better

10% no, accessibility is quite limited

32. Have you been provided by your principal with a written task analysis and timeline for delivery of major activities?

non-Title I

Title I

50% yes

50% no

Comments: _____

33. Are you aware of individual task timelines for which you are responsible?

non-Title I

Title I

30%

yes

70%

no

Comments: _____

34. Is there a plan for regularly scheduled staff meetings to deal with program issues or concerns, to review progress on task analysis and timeline, and to assure continuous planning throughout the year?

30% yes

70% no

35. Has your principal talked with you on a regular basis concerning your work in the M.T.U.'s Title I program. (NOT APPLICABLE)

_____ yes

_____ no

36. Has your lead-teacher talked with you on a regular basis concerning your work in the M.T.U.'s Title I program.
(NOT APPLICABLE)

_____ yes

_____ no

37. Have all appropriate school personnel met regularly this year to plan and review Title I activities?

20% yes

30% Not aware

50% no

38. To your knowledge, were any non-instructional, correctional staff involved collectively in planning your Title I program?

-0- yes

30% Not aware

70% no

39. Do you have access to the following Title I information:

<u>80%</u>	yes	<u>20%</u>	no	rules and regulations
<u>80%</u>	yes	<u>20%</u>	no	needs assessment data
<u>80%</u>	yes	<u>20%</u>	no	evaluation data

40 Were you asked for any recommendations as to what your program's Title I project should include this year?

<u>30%</u>	yes
<u>70%</u>	no

41. For the facilities and resources listed below to which you have access, please indicate the availability of each and how frequently you use them, either directly for instructional purposes or in a supportive function.

<u>AVAILABLE</u>			<u>FACILITY OR RESOURCE</u>	<u>USE</u>		
Frequently	Occasionally	Never		Frequently	Occasionally	Never
<u>10%</u>	<u>40%</u>	<u>50%</u>	Secretarial services	<u>10%</u>	<u>10%</u>	<u>80%</u>
<u>10%</u>	<u>40%</u>	<u>50%</u>	Counseling services	<u>10%</u>	<u>40%</u>	<u>50%</u>
<u>10%</u>	<u>40%</u>	<u>50%</u>	Instructional media services	<u>10%</u>	<u>30%</u>	<u>60%</u>
<u>20%</u>	<u>10%</u>	<u>70%</u>	Health services	<u>10%</u>	<u>10%</u>	<u>80%</u>
<u>10%</u>	<u>30%</u>	<u>60%</u>	Nutrition services	<u>20%</u>	<u>10%</u>	<u>70%</u>
<u>30%</u>	<u>30%</u>	<u>40%</u>	Reading consultants	<u>10%</u>	<u>40%</u>	<u>50%</u>
<u>-0-</u>	<u>-0-</u>	<u>100%</u>	Art consultants	<u>-0-</u>	<u>-0-</u>	<u>100%</u>
<u>30%</u>	<u>40%</u>	<u>30%</u>	Music consultants	<u>20%</u>	<u>20%</u>	<u>60%</u>
<u>-0-</u>	<u>10%</u>	<u>90%</u>	School social worker	<u>-0-</u>	<u>30%</u>	<u>70%</u>
<u>20%</u>	<u>30%</u>	<u>50%</u>	School psychologist	<u>-0-</u>	<u>20%</u>	<u>80%</u>
<u>20%</u>	<u>50%</u>	<u>30%</u>	Physical education consultant	<u>20%</u>	<u>20%</u>	<u>60%</u>
<u>30%</u>	<u>40%</u>	<u>30%</u>	Math consultant	<u>30%</u>	<u>20%</u>	<u>50%</u>
<u>-0-</u>	<u>-0-</u>	<u>100%</u>	Speech therapist	<u>-0-</u>	<u>-0-</u>	<u>100%</u>

42. Are there specific written strategies to involve non-instructional, correctional staff in school activities?

_____ yes

100% no

43. Have non-instructional, correctional staff been informed of the Title I program?

30% yes

70% no

44. Have non-instructional, correctional staff been invited to visit or become more familiar with the Title I program?

10% yes

80% no 10% = Not Aware

45. Is there a Title I Advisory Council at the M.T.U.?

-0- yes, and the group is quite active

40% yes, but the group is relatively inactive.

30% no. for all intents and purposes there is no such group

30% Not Aware

46. Is there a newsletter or regular school communication which reports on educational programs at the M.T.U.?

non-Title I

10%

yes

90%

no

Title I

47. Does your school have a program of continuous staff in-service and training?

non-Title I

20%

yes

80%

no

Title I

Special Notes:

48. How frequently does the in-service/training relate to specific staff needs for implementing instruction?

-0- always

20% most of the time

-0- some of the time

60% almost never

20% - Not Aware

49. Have you, this year, been specifically asked what types of in-service training you would find helpful?

 yes

100% no

50. How frequently does your principal (and/or other administrators) assist and give support to you concerning ways of improving your instructional program?

non-Title I program

Title I program

10% very often

20% often

20% sometimes

10% seldom

40% very seldom

51. How often do you meet with other teachers as a group to discuss ways of improving student achievement?

-0- very often

10% seldom

40% often

20% very seldom

30% sometimes

52. Since the start of this project (September 1, 1977), how many days of in-service training have you received in the following areas?

Use of Materials:

0 days = 80%

1 day = 20%

Organization for instruction:

0 days = 60%

1 day = 20%

5 days = 20%

Teaching Methodologies:

0 days = 90%

5 days = 10%

Methods of eliciting reinforcement from non-instructional, correctional staff:

0 days = 100%

Diagnosis and Testing:

0 days = 100%

53. Have you received any in-service training in combination with other teachers and the paraprofessionals who assist them?

-0- yes, a great deal

50% yes, some

50% no, little or none

54. Have you been provided a review of the purposes of Title I, its rules, regulations, and guidelines and the Title I program which was approved for your institution?

-0- yes

100% no

55. Which of the following statements best describes the training requirements for the paraprofessionals in your school this year?

(NOT APPLICABLE)

non-Title I

Title I

_____ they are given no formal training but receive on-the-job training _____

_____ they are given a general orientation but no specific training _____

_____ they are given specific training in specialized areas _____

_____ they are given continual on-going training workshops _____

_____ they must have completed or be attending a course program (from a junior college, for example) for paraprofessionals _____

56. To the best of your knowledge, how many days of training (total) have been provided the paraprofessionals of your school since September 1, 1977, in the use of materials, organization, and instructional methods and techniques? (NOT APPLICABLE)

_____ days

57. In the paraprofessional training sessions just described, which one of the following topics was most heavily emphasized?

_____ general instructional techniques
 10% _____ implementing individualized instructional activities
 _____ developing performance objectives
 _____ use of regards for reinforcement of student behavior or academic progress
 _____ other: _____

90% Not Aware _____

58. Do you have available to you written materials describing your institution's Title I program or its practices for distribution to interested individuals or staff?

30% _____ yes

70% _____ no

59. Do you have similar materials available to you describing generally the Federal Title I program?

30% _____ yes

70% _____ no

60. If you have neither the local or federal descriptions mentioned above, is there someone in your building who has the responsibility for obtaining and disseminating such materials?

100% yes: Ms. Kalmanek = 80%: Title I Coordinator, Supervisor
 Developmental Program, Assistant Principal,
 Program Director, "Queenie"

Mr. Greenhoe = 10%; Principal

_____ no N.A. = 10%

61. Have you been informed about what other schools and institutions are doing in terms of Title I programs this year?

10% _____ yes

90% _____ no

62. For the Title I program, what percent of the student enrollment would fit into the following ethnic/racial categories?

Not Aware = 10%					
	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	-0-	30%	-0-	70%
1 - 10%	20%	-0-	60%	90%	20%
11 - 20%	10%	-0-	-0-	-0-	-0-
21 - 30%	10%	-0-	-0-	-0-	-0-
31 - 40%	10%	-0-	-0-	-0-	-0-
41 - 50%	40%	40%	-0-	-0-	-0-
51 - 60%	-0-	20%	-0-	-0-	-0-
61 - 70%	-0-	-0-	-0-	-0-	-0-
71 - 80%	-0-	20%	-0-	-0-	-0-
81 - 90%	-0-	10%	-0-	-0-	-0-
91 - 100%	-0-	-0-	-0-	-0-	-0-
Not Aware	10%	10%	10%	10%	10%

63. For the Title I program, what percent of the instructional staff (administrators, teachers, aides) would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	80%	90%	90%	40%
1 - 10%	-0-	10%	10%	10%	60%
11 - 20%	-0-	-0-	-0-	-0-	-0-
21 - 30%	10%	10%	-0-	-0-	-0-
31 - 40%	-0-	-0-	-0-	-0-	-0-
41 - 50%	40%	-0-	-0-	-0-	-0-
51 - 60%	50%	-0-	-0-	-0-	-0-
61 - 70%	-0-	-0-	-0-	-0-	-0-
71 - 80%	-0-	-0-	-0-	-0-	-0-
81 - 90%	-0-	-0-	-0-	-0-	-0-
91 - 100%	-0-	-0-	-0-	-0-	-0-

APPENDIX E
TITLE I TEACHER SURVEY
PART I

GRAND
VALLEY
STATE
COLLEGES

INSTRUCTIONAL STAFF QUESTIONNAIRE

MICHIGAN TRAINING UNIT

183

MICHIGAN DEPARTMENT OF CORRECTIONS

TITLE I EDUCATIONAL PROGRAM

FISCAL YEAR 1977- 73

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

I AM CONDUCTING A STUDY OF PROGRAMS IN THE MICHIGAN TRAINING UNIT WHICH ARE FUNDED THROUGH TITLE I LEGISLATION. AS A BASIS FOR THE STUDY, I AM GATHERING A VARIETY OF DESCRIPTIVE DATA FROM A NUMBER OF SOURCES. I AM ASKING FOR YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS TO AID IN THIS STUDY. PLEASE NOTE, I DO NOT ASK THAT YOU IDENTIFY YOURSELF, THEREBY ASSURING THAT YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY. AS A CONSEQUENCE, I HOPE THAT YOU WILL PROVIDE ME WITH THE INFORMATION REQUESTED BELOW AS ACCURATELY AND COMPLETELY AS POSSIBLE.

THANK YOU

FAITE R-P, MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART I

Title I Teachers

1. What is your present staff classification?

N = 5

100% Title I Teacher
_____ Title I Aide
_____ Regular Program Teacher
_____ Regular Program Aide

2. What is your present educational background?

_____ high school degree
_____ bachelor's degree
_____ bachelor's degree, plus additional graduate credits
20% master's degree
60% master's degree, plus additional graduate credits
20% other--please describe: Ph.D.

3. What is the most typical instructional level of your students?

Title I or Remedial = 100%

4. How many years (including the present) have you been involved in teaching?

_____ 1 - 2 yr	_____ 7 - 8 yr
<u>40%</u> 3 - 4 yr	<u>60%</u> 9 or more years
_____ 5 - 6 yr	

5. How many years (including the present) have you been involved in teaching at the Michigan Training Unit?

<u>60%</u> 1 - 2 yr	<u>20%</u> 7 - 8 yr
<u>20%</u> 3 - 4 yr	_____ 9 or more years
_____ 5 - 6 yr	

6. How many years have you been involved in a Title I program; that is, instructing students identified as Title I participants?

<u>20%</u> 0 yr.	<u> </u> 5 - 6 yr.
<u>60%</u> 1 - 2 yr.	<u> </u> 7 - 8 yr.
<u>20%</u> 3 - 4 yr.	<u> </u> 9 or more years.

DUE TO OUR NEED TO ASCERTAIN WHETHER CERTAIN DIFFERENCES EXIST BETWEEN NON-TITLE I AND TITLE I STUDENTS, SEVERAL OF THE REMAINING QUESTIONS WILL REQUIRE TWO ANSWERS, ONE FOR EACH GROUP RESPECTIVELY. IF YOU INSTRUCT ONLY NON-TITLE I OR TITLE I STUDENTS, PLEASE CONFINE YOUR ANSWERS TO THE APPROPRIATE GROUP (AS DETERMINED BY THE COLUMN HEADING), LEAVING THE OTHER BLANK.

7. Of those students enrolled in your classroom, what is the average daily percentage of attendance?

<u>non-Title I</u>	<u>Title I</u>
<u> </u> 98 - 100%	<u>20%</u>
<u> </u> 95 - 97%	<u>60%</u>
<u> </u> 92 - 94%	<u> </u>
<u> </u> 89 - 91%	<u> </u>
<u> </u> 86 - 88%	<u>20%</u>
<u> </u> 85% or less	<u> </u>

8. Over the course of the school year, what percentage of your students have transferred from another school/institution into your classroom?

<u>non-Title I</u>	<u>Title I</u>
<u> </u> 0 - 4%	<u> </u>
<u> </u> 5 - 9%	<u>20%</u>
<u> </u> 10 - 14%	<u> </u>
<u> </u> 15 - 19%	<u> </u>
<u> </u> 20 - 24%	<u> </u>
<u> </u> 25% or more	<u>80%</u>

9. Similarly, what percentage of your students have transferred from your classroom into another school/institution?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 4%	_____
_____ 5 - 9%	_____
_____ 10 - 14%	<u>20%</u>
_____ 15 - 19%	_____
_____ 20 - 24%	_____
_____ 25% or more	<u>80%</u>

10. Which of the following best describes the socio-economic background of the majority of the students in your classroom?

<u>non-Title I</u>	<u>Title I</u>
_____ most are from low income families	<u>100%</u>
_____ most are from middle income families	_____
_____ most are from upper income families	_____
_____ they are distributed proportionately among the three levels	_____
_____ most are from a combination of _____ families and _____ income	_____

11. Please indicate your awareness of any written program objectives which pertain specifically to your institution's Title I program; that is, your familiarity with the anticipated outcomes (desired effects) of providing additional services to Title I students in the M.T.U.

20% I am highly aware of such program objectives.

80% I am moderately aware of such program objectives.

_____ I am relatively unaware of any such program objectives.

12. If aware of Title I program objectives, would you describe them as being clearly stated in terms of student outcomes?

100% yes

_____ no

13. What is the total number of students presently enrolled in your class?

_____ 15 = 80%

_____ 19 = 20%

14. Of the total number of students enrolled in your class(es), what percent of them are identified as Title I students? 187

Most = 20%

All = 80%

15. How many paraprofessionals (aides or interns) assist you in your classroom?

100% full-time personnel at 40 hrs/wk = 100%

part-time personnel at _____ hrs/wk

16. If you have a paraprofessional to assist you, which of the following best describes his/her use?

_____ only in non-instructional supportive activities with no direct student contact.

_____ mostly in non-instructional supportive activities with some direct student contact.

60% equally for non-instructional supportive tasks and student instructional activities.

20% mostly for student instructional activities, some planning, but few non-instructional supportive tasks.

20% almost as a second teacher.

_____ there is no paraprofessional.

16. If you are a paraprofessional, which of the following best describes your use? (NOT APPLICABLE)

_____ only in non-instructional supportive activities with no direct student contact.

_____ mostly in non-instructional supportive activities with some direct student contact.

_____ equally for non-instructional supportive tasks and student instructional activities.

_____ mostly for student instructional activities, some planning, but few non-instructional tasks.

_____ almost as a second teacher.

_____ there is no paraprofessional.

17. In regards to question # 16, what portion of his/her time would you estimate is spent serving your Title I students exclusively?

<u> </u> 0%	<u>20%</u>	41 - 60%
<u> </u> 1 - 20%	<u> </u>	61 - 80%
<u> </u> 21 - 40%	<u>80%</u>	81 - 100%

18. To your knowledge, is the individual described in question # 16 (paraprofessional) paid through Title I funding?

100% yes

 no

 don't know

19. When planning for instruction, please indicate the frequency with which you use each of the following methods.

Method	Always	Frequently	Occasion-ally	Infre-quently	Never
Individual teacher planning	<u>20%</u>	<u>80%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Team planning	<u>-0-</u>	<u>20%</u>	<u>20%</u>	<u>20%</u>	<u>40%</u>
Teacher-aide planning	<u>20%</u>	<u>40%</u>	<u>20%</u>	<u>20%</u>	<u>-0-</u>
Administrator-teacher planning	<u>-0-</u>	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
Planning by objectives	<u>60%</u>	<u>20%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>
Other (describe)					
Student Planning	<u>-0-</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Informal Planning	<u>-0-</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

20. On the average, how much planning time do you have during a typical school week?

hrs/wk 2 = 20%

 5 = 20%

 6 = 20%

 7 = 20%

 10 = 20%

21. Of the planning time available to you, how much do you spend exclusively on your Title I students?

_____ 0%	<u>20%</u>	41 - 60%
_____ 1 - 20%	_____	61 - 80%
_____ 21 - 40%	<u>80%</u>	81 - 100%

22. To what degree are your students' instructional programs individualized?

<u>non-Title I</u>	<u>Title I</u>
_____ always	<u>100%</u>
_____ frequently	_____
_____ occasionally	_____
_____ infrequently	_____
_____ never	_____

23. By what means are your students' instructional programs individualized? (MORE THAN ONE CHOICE POSSIBLE)

<u>non-Title I</u>	<u>Title I</u>
_____ diagnosis by specialist	<u>60%</u>
_____ by classroom teacher	<u>100%</u>
_____ by computer	_____
_____ by student choice	_____
_____ by administrator	<u>20%</u>
_____ other (please specify)	<u>20% = CBI</u>

20% = RGC

24. What percentage of the school day are your students working in small groups?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 20%	<u>40%</u>
_____ 21 - 40%	_____
_____ 41 - 60%	<u>40%</u>
_____ 61 - 80%	_____
_____ 81 - 100%	<u>20%</u>

25. By which of the following methods are students assigned to small (instructional) groups?

190

<u>non-Title I</u>	<u>Title I</u>
_____ small groups not used	_____
_____ by students' interest in topic	<u>60%</u>
_____ by students' academic ability	<u>60%</u>
_____ by specific objective	<u>60%</u>
_____ according to some other criteria (describe)	<u>20%</u>
<u>Diagnosed needs</u>	

26. How many minutes per week would you estimate that your students receive instruction (within and outside your classroom) in reading and mathematics?

READING

<u>non-Title I</u>	<u>Title I</u>
_____ less than 100 minutes	_____
_____ 100 to 150 minutes	_____
_____ 151 to 200 minutes	_____
_____ 201 to 250 minutes	_____
_____ 251 to 300 minutes	_____
_____ more than 300 minutes	<u>100%</u>

MATHEMATICS

<u>non-Title I</u>	<u>Title I</u>
_____ less than 100 minutes	_____
_____ 100 to 150 minutes	_____
_____ 151 to 200 minutes	_____
_____ 201 to 250 minutes	_____
_____ 251 to 300 minutes	_____
_____ more than 300 minutes	<u>100%</u>

27. List the basic published materials (books, series, etc.) used most frequently in your classroom for instruction in reading and math.

(NOT REQUESTED)

191

READING

MATHEMATICS

28. Approximately what fraction of these materials did you either select by yourself or by assisting in their selection?

_____ virtually none of the materials

20% about one-fourth

_____ about three-fourths

60% about half

20% virtually all of the materials

29. Given total management of your classroom next year, what portion of this year's materials would you, yourself, use next year? 192

40% virtually all of the materials
40% about three-fourths
 _____ about one-half
20% about one-fourth
 _____ virtually none of the materials

30. To what extent are the materials you use correlated to the M.T.U.'s program objectives?

_____ I am unfamiliar with the Title I program objectives.
60% they are highly correlated
40% they are moderately correlated
 _____ they are minimally correlated
 _____ they have practically no correlation

31. Are the materials organized in order to be readily accessible to you as well as other staff members?

100% yes, very much so
 _____ yes, but accessibility could be better
 _____ no. accessibility is quite limited

32. Have you been provided by your principal with a written task analysis and timeline for delivery of major activities?

non-Title I

Title I

yes

80%

no

20%

Comments: One grade level per month = 40%

33. Are you aware of individual task timelines for which you are responsible?

non-Title I

Title I

yes

80%

no

20%

Comments: Reading = 20% ; One G.E.U. per month = 20% ;

Mathematics = 20%.

34. Is there a plan for regularly scheduled staff meetings to deal with program issues or concerns, to review progress on task analysis and timeline, and to assure continuous planning throughout the year?

100% yes

_____ no

35. Has your principal talked with you on a regular basis concerning your work in the M.T.U.'s Title I program.

20% yes

80% no

36. Has your lead-teacher talked with you on a regular basis concerning your work in the M.T.U.'s Title I program.

100% yes

_____ no

37. Have all appropriate school personnel met regularly this year to plan and review Title I activities?

80% yes

20% Not Aware

_____ no

38. To your knowledge, were any non-instructional, correctional staff involved collectively in planning your Title I program?

_____ yes

100% no

39. Do you have access to the following Title I information:

<u>60%</u>	yes	<u>40%</u>	no	rules and regulations
<u>40%</u>	yes	<u>20%</u>	no	needs assessment data 40% Not Aware
<u>80%</u>	yes	<u>20%</u>	no	evaluation data

40 Were you asked for any recommendations as to what your program's Title I project should include this year?

100% yes

_____ no

41. For the facilities and resources listed below to which you have access, please indicate the availability of each and how frequently you use them, either directly for instructional purposes or in a supportive function.

<u>AVAILABLE</u>					<u>USE</u>			
<u>Frequently</u>	<u>Occasionally</u>	<u>Never</u>	<u>NOT AWARE</u>	<u>FACILITY OR RESOURCE</u>	<u>Frequently</u>	<u>Occasionally</u>	<u>Never</u>	<u>NOT AWARE</u>
<u>20%</u>	<u>-0-</u>	<u>60%</u>	<u>20%</u>	Secretarial services	<u>20%</u>	<u>20%</u>	<u>40%</u>	<u>20%</u>
<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>	Counseling services	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
<u>40%</u>	<u>20%</u>	<u>20%</u>	<u>20%</u>	Instructional media services	<u>60%</u>	<u>-0-</u>	<u>20%</u>	<u>20%</u>
<u>100%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	Health services	<u>80%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>
<u>60%</u>	<u>20%</u>	<u>-0-</u>	<u>20%</u>	Nutrition services	<u>60%</u>	<u>20%</u>	<u>20%</u>	<u>-0-</u>
<u>100%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	Reading consultants	<u>80%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>
<u>-0-</u>	<u>-0-</u>	<u>100%</u>	<u>-0-</u>	Art consultants	<u>-0-</u>	<u>-0-</u>	<u>100%</u>	<u>-0-</u>
<u>60%</u>	<u>20%</u>	<u>20%</u>	<u>-0-</u>	Music consultants	<u>20%</u>	<u>40%</u>	<u>40%</u>	<u>-0-</u>
<u>-0-</u>	<u>20%</u>	<u>80%</u>	<u>-0-</u>	School social worker	<u>-0-</u>	<u>-0-</u>	<u>100%</u>	<u>-0-</u>
<u>40%</u>	<u>20%</u>	<u>40%</u>	<u>-0-</u>	School psychologist	<u>-0-</u>	<u>60%</u>	<u>40%</u>	<u>-0-</u>
<u>80%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>	Physical education consultant	<u>-0-</u>	<u>80%</u>	<u>20%</u>	<u>-0-</u>
<u>100%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	Math consultant	<u>60%</u>	<u>40%</u>	<u>-0-</u>	<u>-0-</u>
<u>20%</u>	<u>-0-</u>	<u>80%</u>	<u>-0-</u>	Speech therapist	<u>-0-</u>	<u>-0-</u>	<u>100%</u>	<u>-0-</u>

42. Are there specific written strategies to involve non-instructional, correctional staff in school activities?

20% yes

80% no

43. Have non-instructional, correctional staff been informed of the Title I program?

20% yes 40% Not Aware

40% no

44. Have non-instructional, correctional staff been invited to visit or become more familiar with the Title I program?

60% yes

40% no

45. Is there a Title I Advisory Council at the M.T.U.?

_____ yes, and the group is quite active

_____ yes, but the group is relatively inactive.

60% no. for all intents and purposes there is no such group

40% Not Aware

46. Is there a newsletter or regular school communication which reports on educational programs at the M.T.U.?

non-Title I

Title I

_____ yes

_____ no

100%

47. Does your school have a program of continuous staff in-service and training?

non-Title I

Title I

_____ yes

_____ no

60%

40%

48. How frequently does the in-service/training relate to specific staff needs for implementing instruction?

_____ always
40% most of the time
20% some of the time
40% almost never

49. Have you, this year, been specifically asked what types of in-service training you would find helpful?

100% yes
 _____ no

50. How frequently does your principal (and/or other administrators) assist and give support to you concerning ways of improving your instructional program?

<u>non-Title I program</u>	<u>Title I program</u>
_____ very often	<u>20%</u>
_____ often	<u>40%</u>
_____ sometimes	<u>20%</u>
_____ seldom	<u>20%</u>
_____ very seldom	_____

51. How often do you meet with other teachers as a group to discuss ways of improving student achievement?

<u>40%</u> very often	_____ seldom
<u>60%</u> often	_____ very seldom
_____ sometimes	

52. Since the start of this project (September 1, 1977), how many days of in-service training have you received in the following areas?

_____ days	Use of materials	<u>(SEE ATTACHED PAGE)</u>
_____ days	Organization for instruction	
_____ days	Teaching methodologies	
_____ days	Methods of eliciting reinforcement from non-instructional, correctional staff	
_____ days	Diagnosis and testing	

52. Since the start of this project (September 1, 1977), how many days of in-service training have you received in the following areas?

Use of Materials:

0 days = 20%
2 days = 20%
1 day = 20%
5 days = 20%
15 days = 20%

Diagnosis and Testing:

0 days = 20%
1 day = 20%
2 days = 20%
3 days = 20%
25 days = 20%

Organization for instruction:

0 days = 20%
1 day = 20%
2 days = 20%
15 days = 20%
20 days = 20%

Teaching methodologies:

0 days = 20%
1 day = 20%
2 days = 20%
15 days = 20%
20 days = 20%

Methodologies of eliciting reinforcement from non-instructional, correctional staff:

0 days = 60%
1 day = 20%
2 days = 20%

53. Have you received any in-service training in combination with other teachers and the paraprofessionals who assist them?

_____ yes, a great deal

100% yes, some

_____ no, little or none

54. Have you been provided a review of the purposes of Title I, its rules, regulations, and guidelines and the Title I program which was approved for your institution?

40% yes

60% no

55. Which of the following statements best describes the training requirements for the paraprofessionals in your school this year?

non-Title I

Title I

_____ they are given no formal training but receive on-the-job training	<u>60%</u>
_____ they are given a general orientation but no specific training	<u>40%</u>
_____ they are given specific training in specialized areas	_____
_____ they are given continual on-going training workshops	_____
_____ they must have completed or be attending a course program (from a junior college, for example) for paraprofessionals	_____

56. To the best of your knowledge, how many days of training (total) have been provided the paraprofessionals of your school since September 1, 1977, in the use of materials, organization, and instructional methods and techniques?

_____ days

2 days = 20%

10 days = 20%

20 days = 20%

25 days = 20%

Not Aware = 20%

57. In the paraprofessional training sessions just described, which one of the following topics was most heavily emphasized?

40% general instructional techniques

20% implementing individualized instructional activities

 developing performance objectives

 use of regards for reinforcement of student behavior or academic progress

20% other: Corrections

20% Not Aware

58. Do you have available to you written materials describing your institution's Title I program or its practices for distribution to interested individuals or staff?

20% yes

80% no

59. Do you have similar materials available to you describing generally the Federal Title I program?

20% yes

80% no

60. If you have neither the local or federal descriptions mentioned above, is there someone in your building who has the responsibility for obtaining and disseminating such materials?

100% yes: (name) J.K. Coordinator of ABE = 20%

Title I Coordinator = 40%

(title) Director of Title I = 20%

Teacher 12 Administrator = 20%

 no

61. Have you been informed about what other schools and institutions are doing in terms of Title I programs this year?

60% yes

40% no

62. For the Title I program, what percent of the student enrollment would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	-0-	40%	-0-	100%
1 - 10%	-0-	-0-	60%	100%	-0-
11 - 20%	20%	-0-	-0-	-0-	-0-
21 - 30%	40%	-0-	-0-	-0-	-0-
31 - 40%	20%	-0-	-0-	-0-	-0-
41 - 50%	20%	40%	-0-	-0-	-0-
51 - 60%	-0-	-0-	-0-	-0-	-0-
61 - 70%	-0-	40%	-0-	-0-	-0-
71 - 80%	-0-	-0-	-0-	-0-	-0-
81 - 90%	-0-	20%	-0-	-0-	-0-
91 - 100%	-0-	-0-	-0-	-0-	-0-

63. For the Title I program, what percent of the instructional staff (administrators, teachers, aides) would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%	-0-	100%	100%	100%	60%
1 - 10%	-0-	-0-	-0-	-0-	40%
21 - 40%	-0-	-0-	-0-	-0-	-0-
41 - 60%	-0-	-0-	-0-	-0-	-0-
61 - 80%	-0-	-0-	-0-	-0-	-0-
81 - 99%	60%	-0-	-0-	-0-	-0-
100%	40%	-0-	-0-	-0-	-0-

APPENDIX F
TEACHER AIDE SURVEY
PART I

GRAND
VALLEY
STATE
COLLEGES

INSTRUCTIONAL STAFF QUESTIONNAIRE

MICHIGAN TRAINING UNIT

202

MICHIGAN DEPARTMENT OF CORRECTIONS

TITLE I EDUCATIONAL PROGRAM

FISCAL YEAR 1977- 73

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

I AM CONDUCTING A STUDY OF PROGRAMS IN THE MICHIGAN TRAINING UNIT WHICH ARE FUNDED THROUGH TITLE I LEGISLATION. AS A BASIS FOR THE STUDY, I AM GATHERING A VARIETY OF DESCRIPTIVE DATA FROM A NUMBER OF SOURCES. I AM ASKING FOR YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS TO AID IN THIS STUDY. PLEASE NOTE, I DO NOT ASK THAT YOU IDENTIFY YOURSELF, THEREBY ASSURING THAT YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY. AS A CONSEQUENCE, I HOPE THAT YOU WILL PROVIDE ME WITH THE INFORMATION REQUESTED BELOW AS ACCURATELY AND COMPLETELY AS POSSIBLE.

THANK YOU

FAITE R-P. MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART I

N = 5

Response by Percent

1. What is your present staff classification?

☐ Title I Teacher☒ 100% Title I Aide☐ Regular Program Teacher☐ Regular Program Aide

2. What is your present educational background?

☐ high school degree☒ 20% bachelor's degree☒ 80% bachelor's degree, plus additional graduate credits☐ master's degree☐ master's degree, plus additional graduate credits☐ other--please describe: _____

3. What is the most typical instructional level of your students?

☒ Title I

4. How many years (including the present) have you been involved in teaching?

☒ 80% 1 - 2 yr☐ 7 - 8 yr☒ 20% 3 - 4 yr☐ 9 or more years☐ 5 - 6 yr

5. How many years (including the present) have you been involved in teaching at the Michigan Training Unit?

☒ 100% 1 - 2 yr☐ 7 - 8 yr☐ 3 - 4 yr☐ 9 or more years☐ 5 - 6 yr

6. How many years have you been involved in a Title I program; 204
that is, instructing students identified as Title I participants?

_____ 0 yr.	_____ 5 - 6 yr.
<u>100%</u> 1 - 2 yr.	_____ 7 - 8 yr.
_____ 3 - 4 yr.	_____ 9 or more years.

DUE TO OUR NEED TO ASCERTAIN WHETHER CERTAIN DIFFERENCES EXIST BETWEEN NON-TITLE I AND TITLE I STUDENTS, SEVERAL OF THE REMAINING QUESTIONS WILL REQUIRE TWO ANSWERS, ONE FOR EACH GROUP RESPECTIVELY. IF YOU INSTRUCT ONLY NON-TITLE I OR TITLE I STUDENTS, PLEASE CONFINE YOUR ANSWERS TO THE APPROPRIATE GROUP (AS DETERMINED BY THE COLUMN HEADING), LEAVING THE OTHER BLANK.

7. Of those students enrolled in your classroom, what is the average daily percentage of attendance?

<u>non-Title I</u>	<u>Title I</u>
_____ 98 - 100%	<u>-0-</u>
_____ 95 - 97%	<u>60%</u>
_____ 92 - 94%	<u>20%</u>
_____ 89 - 91%	<u>20%</u>
_____ 86 - 88%	_____
_____ 85% or less	_____

8. Over the course of the school year, what percentage of your students have transferred from another school/institution into your classroom?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 4%	_____
_____ 5 - 9%	_____
_____ 10 - 14%	_____
_____ 15 - 19%	_____
_____ 20 - 24%	_____
_____ 25% or more	<u>100%</u>

9. Similarly, what percentage of your students have transferred from your classroom into another school/institution?

<u>non-Title I</u>	<u>Title I</u>
_____ 0 - 4%	_____
_____ 5 - 9%	_____
_____ 10 - 14%	_____
_____ 15 - 19%	_____
_____ 20 - 24%	_____
_____ 25% or more	<u>100%</u>

10. Which of the following best describes the socio-economic background of the majority of the students in your classroom?

<u>non-Title I</u>		<u>Title I</u>
_____	most are from low income families	<u>100%</u>
_____	most are from middle income families	_____
_____	most are from upper income families	_____
_____	they are distributed proportionately among the three levels	_____
_____	most are from a combination of _____ families and _____ income	_____

11. Please indicate your awareness of any written program objectives which pertain specifically to your institution's Title I program; that is, your familiarity with the anticipated outcomes (desired effects) of providing additional services to Title I students in the M.T.U.

40% I am highly aware of such program objectives.

60% I am moderately aware of such program objectives.

_____ I am relatively unaware of any such program objectives.

12. If aware of Title I program objectives, would you describe them as being clearly stated in terms of student outcomes?

80% yes

20% no

13. What is the total number of students presently enrolled in your class? 15 = 80%

3 = 20%

14. Of the total number of students enrolled in your class(es), what percent of them are identified as Title I students?

90 = 20 95 = 20 100 = 60

15. How many paraprofessionals (aides or interns) assist you in your classroom? (NOT APPLICABLE)

_____ full-time personnel at _____ hrs/wk

_____ part-time personnel at _____ hrs/wk

16. If you have a paraprofessional to assist you, which of the following best describes his/her use? (NOT APPLICABLE)

_____ only in non-instructional supportive activities with no direct student contact.

_____ mostly in non-instructional supportive activities with some direct student contact.

_____ equally for non-instructional supportive tasks and student instructional activities.

_____ mostly for student instructional activities, some planning, but few non-instructional supportive tasks.

_____ almost as a second teacher.

_____ there is no paraprofessional.

16. If you are a paraprofessional, which of the following best describes your use?

_____ only in non-instructional supportive activities with no direct student contact.

_____ mostly in non-instructional supportive activities with some direct student contact.

20% _____ equally for non-instructional supportive tasks and student instructional activities.

20% _____ mostly for student instructional activities, some planning, but few non-instructional tasks.

60% _____ almost as a second teacher.

_____ there is no paraprofessional.

17. In regards to question # 16, what portion of his/her time would you estimate is spent serving your Title I students exclusively?

_____ 0%	_____ 41 - 60%
_____ 1 - 20%	_____ 61 - 80%
_____ 21 - 40%	<u>100%</u> 81 - 100%

18. To your knowledge, is the individual described in question # 16 (paraprofessional) paid through Title I funding?

100% yes
 _____ no
 _____ don't know

19. When planning for instruction, please indicate the frequency with which you use each of the following methods.

Method	Always	Frequently	Occasion- ally	Infre- quently	Never
Individual ~~teacher~~ aide planning	_____	<u>20%</u>	<u>40%</u>	<u>20%</u>	_____
Team planning	_____	_____	<u>60%</u>	<u>40%</u>	_____
Teacher-aide planning	_____	<u>60%</u>	<u>40%</u>	_____	_____
Administrator- aide ~~teacher/aide~~ planning	_____	<u>20%</u>	<u>40%</u>	<u>40%</u>	_____
Planning by objectives	_____	<u>80%</u>	<u>20%</u>	_____	_____
Other (describe)	_____	_____	_____	_____	_____

20. On the average, how much planning time do you have during a typical school week?

_____ hrs/wk	7 1/2 = 40%
	7 = 20%
	5 = 20%
	8 = 20%

21. Of the planning time available to you, how much do you spend exclusively on your Title I students?

<u> </u> 0%	<u> </u> 41 - 60%
<u> </u> 1 - 20%	<u> </u> 61 - 80%
<u>20%</u> 21 - 40%	<u>80%</u> 81 - 100%

22. To what degree are your students' instructional programs individualized?

<u>non-Title I</u>		<u>Title I</u>
<u> </u>	always	<u>80%</u>
<u> </u>	frequently	<u>20%</u>
<u> </u>	occasionally	<u> </u>
<u> </u>	infrequently	<u> </u>
<u> </u>	never	<u> </u>

23. By what means are your students' instructional programs individualized?

<u>non-Title I</u>		<u>Title I</u>
<u> </u>	diagnosis by specialist	<u>20%</u>
<u> </u>	by classroom teacher	<u>40%</u>
<u> </u>	by computer	<u> </u>
<u> </u>	by student choice	<u> </u>
<u> </u>	by administrator	<u>20%</u>
<u> </u>	other (please specify)	<u>20% - Program</u>

24. What percentage of the school day are your students working in small groups?

<u>non-Title I</u>		<u>Title I</u>
<u> </u>	0 - 20%	<u>60%</u>
<u> </u>	21 - 40%	<u>40%</u>
<u> </u>	41 - 60%	<u> </u>
<u> </u>	61 - 80%	<u> </u>
<u> </u>	81 - 100%	<u> </u>

25. By which of the following methods are students assigned to small (instructional) groups?

209

<u>non-Title I</u>	<u>Title I</u>
_____ small groups not used	<u>20%</u>
_____ by students' interest in topic	<u>20%</u>
_____ by students' academic ability	_____
_____ by specific objective	<u>40%</u>
_____ according to some other criteria (describe)	<u>20%</u>
<u>Circumstance</u>	

26. How many minutes per week would you estimate that your students receive instruction (within and outside your classroom) in reading and mathematics?

READING

<u>non-Title I</u>	<u>Title I</u>
_____ less than 100 minutes	_____
_____ 100 to 150 minutes	_____
_____ 151 to 200 minutes	_____
_____ 201 to 250 minutes	<u>40%</u>
_____ 251 to 300 minutes	_____
_____ more than 300 minutes	<u>60%</u>

MATHEMATICS

<u>non-Title I</u>	<u>Title I</u>
_____ less than 100 minutes	_____
_____ 100 to 150 minutes	_____
_____ 151 to 200 minutes	_____
_____ 201 to 250 minutes	<u>60%</u>
_____ 251 to 300 minutes	_____
_____ more than 300 minutes	<u>40%</u>

27. List the basic published materials (books, series, etc.) used ²¹⁰
most frequently in your classroom for instruction in reading and
math. (NOT REQUESTED)

READING

MATHEMATICS

28. Approximately what fraction of these materials did you either
select by yourself or by assisting in their selection?

80% virtually none of the materials

20% about one-fourth

 about three-fourths

 about half

 virtually all of the materials

29. Given total management of your classroom next year, what portion of this year's materials would you, yourself, use next year?

- 60% virtually all of the materials
40% about three-fourths
 _____ about one-half
 _____ about one-fourth
 _____ virtually none of the materials

30. To what extent are the materials you use correlated to the M.T.U.'s program objectives?

- _____ I am unfamiliar with the Title I program objectives.
80% they are highly correlated
20% they are moderately correlated
 _____ they are minimally correlated
 _____ they have practically no correlation

31. Are the materials organized in order to be readily accessible to you as well as other staff members?

- 80% yes, very much so
20% yes, but accessibility could be better
 _____ no. accessibility is quite limited

32. Have you been provided by your principal with a written task analysis and timeline for delivery of major activities?

non-Title I

Title I

_____ yes
 _____ no

20%
80%

Comments: _____

33. Are you aware of individual task timelines for which you are responsible?

non-Title I

Title I

yes

20%

no

80%

Comments: _____

34. Is there a plan for regularly scheduled staff meetings to deal with program issues or concerns, to review progress on task analysis and timeline, and to assure continuous planning throughout the year?

100% yes

no

35. Has your principal talked with you on a regular basis concerning your work in the M.T.U.'s Title I program.

40% yes

60% no

36. Has your lead-teacher talked with you on a regular basis concerning your work in the M.T.U.'s Title I program.

100% yes

no

37. Have all appropriate school personnel met regularly this year to plan and review Title I activities?

100% yes

no

38. To your knowledge, were any non-instructional, correctional staff involved collectively in planning your Title I program?

20% yes

80% no

39. Do you have access to the following Title I information:

<u>100%</u>	yes	<u> </u>	no	rules and regulations
<u>100%</u>	yes	<u> </u>	no	needs assessment data
<u>100%</u>	yes	<u> </u>	no	evaluation data

40 Were you asked for any recommendations as to what your program's Title I project should include this year?

 yes
100% no

41. For the facilities and resources listed below to which you have access, please indicate the availability of each and how frequently you use them, either directly for instructional purposes or in a supportive function.

AVAILABLE			FACILITY OR RESOURCE	USE		
Frequently	Occasionally	Never		Frequently	Occasionally	Never
<u>20%</u>	<u>60%</u>	<u>20%</u>	Secretarial services	<u>-0-</u>	<u>60%</u>	<u>40%</u>
<u>60%</u>	<u>40%</u>	<u>-0-</u>	Counseling services	<u>40%</u>	<u>40%</u>	<u>20%</u>
<u>60%</u>	<u>20%</u>	<u>20%</u>	Instructional media services	<u>40%</u>	<u>40%</u>	<u>20%</u>
<u>60%</u>	<u>40%</u>	<u>-0-</u>	Health services	<u>40%</u>	<u>40%</u>	<u>20%</u>
<u>40%</u>	<u>60%</u>	<u>-0-</u>	Nutrition services	<u>20%</u>	<u>20%</u>	<u>60%</u>
<u>80%</u>	<u>20%</u>	<u>-0-</u>	Reading consultants	<u>80%</u>	<u>20%</u>	<u>-0-</u>
<u>-0-</u>	<u>20%</u>	<u>80%</u>	Art consultants	<u>-0-</u>	<u>-0-</u>	<u>100%</u>
<u>40%</u>	<u>60%</u>	<u>-0-</u>	Music consultants	<u>20%</u>	<u>40%</u>	<u>40%</u>
<u>20%</u>	<u>-0-</u>	<u>80%</u>	School social worker	<u>20%</u>	<u>-0-</u>	<u>80%</u>
<u>40%</u>	<u>40%</u>	<u>20%</u>	School psychologist	<u>40%</u>	<u>20%</u>	<u>40%</u>
<u>40%</u>	<u>60%</u>	<u>-0-</u>	Physical education consultant	<u>20%</u>	<u>20%</u>	<u>60%</u>
<u>60%</u>	<u>20%</u>	<u>20%</u>	Math consultant	<u>60%</u>	<u>40%</u>	<u>-0-</u>
<u>-0-</u>	<u>-0-</u>	<u>100%</u>	Speech therapist	<u>-0-</u>	<u>-0-</u>	<u>100%</u>

42. Are there specific written strategies to involve non-instructional, correctional staff in school activities?

_____ yes

80% no

20% not aware

43. Have non-instructional, correctional staff been informed of the Title I program?

80% yes

20% no

44. Have non-instructional, correctional staff been invited to visit or become more familiar with the Title I program?

80% yes

20% no

45. Is there a Title I Advisory Council at the M.T.U.?

20% yes, and the group is quite active

20% yes, but the group is relatively inactive.

40% no. for all intents and purposes there is no such group

20% not aware

46. Is there a newsletter or regular school communication which reports on educational programs at the M.T.U.?

non-Title I

Title I

_____ yes

_____ no

100%

47. Does your school have a program of continuous staff in-service and training?

non-Title I

Title I

_____ yes

_____ no

80%

20%

48. How frequently does the in-service/training relate to specific staff needs for implementing instruction?

20% always
20% most of the time
20% some of the time
 _____ almost never

49. Have you, this year, been specifically asked what types of in-service training you would find helpful?

40% not aware
100% yes
 _____ no

50. How frequently does your principal (and/or other administrators) assist and give support to you concerning ways of improving your instructional program?

<u>non-Title I program</u>	<u>Title I program</u>
_____ very often	<u>20%</u>
_____ often	<u>40%</u>
_____ sometimes	<u>40%</u>
_____ seldom	_____
_____ very seldom	_____

51. How often do you meet with other teachers as a group to discuss ways of improving student achievement?

<u>20%</u> very often	<u>20%</u> seldom
<u>20%</u> often	_____ very seldom
<u>40%</u> sometimes	

52. Since the start of this project (September 1, 1977), how many days of in-service training have you received in the following areas?

_____ days	Use of materials <u>PLEASE SEE PAGE 14A</u>
_____ days	Organization for instruction
_____ days	Teaching methodologies
_____ days	Methods of eliciting reinforcement from non-instructional, correctional staff
_____ days	Diagnosis and testing

52. Since the start of this project (September 1, 1977), how many days of in-service training have you received in the following areas?

Use of Materials:

0 days = 40

1 day = 20

2 days = 20

4 days = 20

Organization of Materials:

0 days = 20

1 day = 60

3 days = 20

Teaching Methodologies:

0 days = 80

4 days = 20

Methods of eliciting reinforcement from non-instructional, correctional staff:

0 days = 100

Diagnosis and Testing:

0 days = 100

53. Have you received any in-service training in combination with other teachers and the paraprofessionals who assist them?

20% yes, a great deal
40% yes, some
40% no, little or none

54. Have you been provided a review of the purposes of Title I, its rules, regulations, and guidelines and the Title I program which was approved for your institution?

60% yes
40% no

55. Which of the following statements best describes the training requirements for the paraprofessionals in your school this year?

non-Title I

Title I

_____	they are given no formal training but receive on-the-job training	<u>40%</u>
_____	they are given a general orientation but no specific training	<u>40%</u>
_____	they are given specific training in specialized areas	<u>20%</u>
_____	they are given continual on-going training workshops	_____
_____	they must have completed or be attending a course program (from a junior college, for example) for paraprofessionals	_____

56. To the best of your knowledge, how many days of training (total) have been provided the paraprofessionals of your school since September 1, 1977, in the use of materials, organization, and instructional methods and techniques?

_____ days

0 days	=	40%
1 day	=	20%
2 days	=	20%
5 days	=	40%

57. In the paraprofessional training sessions just described, which one of the following topics was most heavily emphasized?

40% general instructional techniques
_____ implementing individualized instructional activities
_____ developing performance objectives
_____ use of regards for reinforcement of student behavior or academic progress
_____ other: _____

58. ^{60% not aware} Do you have available to you written materials describing your institution's Title I program or its practices for distribution to interested individuals or staff?

40% yes

60% no

59. Do you have similar materials available to you describing generally the Federal Title I program?

40% yes

60% no

60. If you have neither the local or federal descriptions mentioned above, is there someone in your building who has the responsibility for obtaining and disseminating such materials?

_____ yes: (name) Mr. Greenhoe = 20% (Principal
Ms. Kalmanek = 80% (Supervisor of Academic Services,
Development Director, Title I Coordinator,
(title) Coordinator of A.B.E.

_____ no

61. Have you been informed about what other schools and institutions are doing in terms of Title I programs this year?

40% yes

60% no

62. For the Title I program, what percent of the student enrollment would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%			20%		100%
1 - 10%			80%	100%	
11 - 20%					
21 - 30%	20%				
31 - 40%	60%				
41 - 50%	20%				
51 - 60%		60%			
61 - 70%		40%			
71 - 80%					
81 - 90%					
91 - 100%					

63. For the Title I program, what percent of the instructional staff (administrators, teachers, aides) would fit into the following ethnic/racial categories?

	White	Black	Nat. Amer.	Latin Surnamed	Asian
0%		100%	100%	100%	20%
1 - 10%					80%
21 - 40%					
41 - 60%					
61 - 80%					
81 - 99%	80%				
100%	20%				

APPENDIX G
REGULAR TEACHER SURVEY
PART II

PAGE 1

GRAND
VALLEY
STATE
COLLEGES

INSTRUCTIONAL STAFF QUESTIONNAIRE
MICHIGAN TRAINING UNIT 221
MICHIGAN DEPARTMENT OF CORRECTIONS
TITLE I EDUCATIONAL PROGRAM
FISCAL YEAR 1977 - 78

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

THIS SECTION CONTAINS THE REMAINING QUESTIONS WHICH I EARLIER INDICATED I WOULD BE ASKING YOU CONCERNING THE TITLE I STUDY WE ARE UNDERTAKING. I APOLOGIZE FOR THE IMPOSITION, ESPECIALLY AT THIS PARTICULAR TIME IN THE SCHOOL YEAR. IT IS MY BELIEF, HOWEVER, THAT WITH YOUR CONTINUED COOPERATION WE WILL BE ABLE TO ASSIST IN IMPROVING THE DELIVERY OF SERVICES TO TITLE I IDENTIFIED STUDENTS.

THANK YOU, AGAIN

FAITE R-P. MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART II

INSTRUCTIONAL STAFF QUESTIONNAIRE-- M. T. U.

CONDUCTED BY FAITE R-P. MACK, PH.D.

REGULAR PROGRAM TEACHERS

222

RESPONSE BY PERCENT

N = 10

1. With regard to student achievement in reading and math, how would you rate your school (based on present performance)?

<u> </u> among the best	<u>50%</u> below average
<u>20%</u> better than average	<u> </u> inferior
<u>20%</u> about average	

2. With regard to student achievement in reading and math., how good a school do you think your school could be?

<u>20%</u> among the best	<u>10%</u> below average
<u>50%</u> better than average	<u> </u> inferior
<u>20%</u> about average	

3. How would you rate the academic ability of students in your school when compared with other schools?

<u>non-Title I (students)</u>	<u>Title I (students)</u>
<u>-0-</u> ability here is much higher	<u> </u>
<u>-0-</u> ability here is somewhat higher	<u> </u>
<u>30%</u> ability here is about the same	<u> </u>
<u>40%</u> ability here is somewhat lower	<u> </u>
<u>30%</u> ability here is much lower	<u> </u>

4. In general, how do you feel about the achievement of the students in your classroom?

<u>non-Title I</u>	<u>Title I</u>
<u>-0-</u> nearly all are achieving as well as they can	<u> </u>
<u>20%</u> most are achieving as well as they can	<u> </u>
<u>60%</u> some are achieving as well as they can	<u> </u>
<u>20%</u> only a few are achieving as well as they can	<u> </u>

5. Considering the students in your classroom, how would you describe the average level of interest in learning?

223

<u>non-Title I</u>		<u>Title I</u>
<u>-0-</u>	very high	_____
<u>10%</u>	high	_____
<u>40%</u>	average	_____
<u>30%</u>	low	_____
<u>20%</u>	very low	_____

6. How much would you say most of your students like school this year?

<u>non-Title I</u>		<u>Title I</u>
<u>20%</u>	very much	_____
<u>60%</u>	somewhat	_____
<u>10%</u>	not much	_____
<u>10%</u>	not at all	_____

7. How well informed do you feel you were as to what your institution's Title I program was trying to accomplish?

<u>30%</u>	very well informed
<u>40%</u>	slightly informed
<u>-0-</u>	not well informed
<u>30%</u>	not informed at all

8. In general, how much has your school's Title I program helped participating students in each of the following areas?

	<u>A great Deal</u>	<u>Somewhat</u>	<u>Not much</u>	<u>Not At All</u>	<u>Not Aware</u>
improving math skills	<u>50%</u>	<u>30%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>
improving reading skills	<u>50%</u>	<u>40%</u>	<u>10%</u>	<u>-0-</u>	<u>-0-</u>
improving health care	<u>-0-</u>	<u>40%</u>	<u>30%</u>	<u>20%</u>	<u>10%</u>
improving self-concept	<u>20%</u>	<u>70%</u>	<u>-0-</u>	<u>10%</u>	<u>-0-</u>

9. Which of the following is a fair description of the overall level of difficulty of the materials you have had available for use this year? 224

20% the materials generally seem much too difficult for my students

20% the materials generally seem somewhat difficult for my students

60% the materials generally seem appropriate in their level of difficulty for my students

-0- the materials generally seem somewhat easy for my students

-0- the materials generally seem much too easy for my students

10. Are you given enough instructional time so that you can adequately assist your students in their assignments?

<u>non-Title I</u>		<u>Title I</u>
<u>10%</u>	yes, always	_____
<u>50%</u>	yes, most of the time	_____
<u>30%</u>	yes, but only some of the time	_____
<u>10%</u>	no	_____

11. To what extent do you think that a teacher's/aide's attitude toward his/her students affects those students' academic achievement?

60% they have a substantial effect

40% they have some effect

-0- they have very little effect

-0- they have no effect

12. To what extent do you think that a teacher's/aide's methods of instruction affect his/her students' academic achievement?

90% they have a substantial effect

-0- they have some effect

10% they have very little effect

-0- they have no effect

13. How would you compare the instructional program you use in your classroom with others you have seen or used?

10% clearly superior because: Instructional material and equipment.

30% better because: Program is unique for the type of students at M.T.U.

Student may be proficient without the academic skills. Individual programming.

10% about the same: Change in programs has not made a difference in achievement.

30% weaker because: Individual must gear to the program and not the program and not the program gearing to the individual. Rate of learning is emphasized (CBI). No application or interpretation of instruction (CBI).

20% clearly inferior because: We just babysit because of CBI.

14. What do you consider to be the school's primary responsibility to students?

non-Title I

Title I

100% teaching of academic skills

100% enhancing social skills

100% personal growth and development

100% educational/occupational aspirations

-0- other (describe)

15. How successful would you say your school has been with regard to student development in the following areas? 226

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL	
<u>FOR NON-TITLE I STUDENTS</u>						
teaching of academic skills	<u>-0-</u>	<u>10%</u>	<u>50%</u>	<u>30%</u>	<u>10%</u>	
enhancing of social skills	<u>-0-</u>	<u>30%</u>	<u>30%</u>	<u>40%</u>	<u>-0-</u>	
personal growth and development	<u>-0-</u>	<u>10%</u>	<u>60%</u>	<u>30%</u>	<u>-0-</u>	
educational/occupational aspirations	<u>-0-</u>	<u>-0-</u>	<u>70%</u>	<u>30%</u>	<u>-0-</u>	
 <u>FOR TITLE I STUDENTS</u>						
	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL	NOT AWARE
teaching of academic skills	<u>-0-</u>	<u>50%</u>	<u>40%</u>	<u>-0-</u>	<u>-0-</u>	10%
enhancing of social skills	<u>-0-</u>	<u>20%</u>	<u>50%</u>	<u>20%</u>	<u>-0-</u>	10%
personal growth and development	<u>-0-</u>	<u>10%</u>	<u>80%</u>	<u>-0-</u>	<u>-0-</u>	10%
educational/occupational aspirations	<u>-0-</u>	<u>20%</u>	<u>40%</u>	<u>30%</u>	<u>-0-</u>	10%

16. What percentage of your non-instructional, correctional staff would you say take an active role in assuring that students receive a top quality education?

<u>non-Title I</u>		<u>Title I</u>
<u>20%</u>	0%	_____
<u>40%</u>	1 - 20%	_____
<u>-0-</u>	21 - 40%	_____
<u>-0-</u>	41 - 60%	_____
<u>20%</u>	61 - 80%	_____
<u>10%</u>	81 - 100%	_____
<u>10%</u> Not Aware		_____

17. How effective, generally, was the in-service training (provided you since September 1, 1977) in preparing and assisting you in the conduct of your classroom activities?

<u>-0-</u> very effective	<u>10%</u> somewhat ineffective
<u>20%</u> reasonably effective	<u>10%</u> very ineffective
<u>60%</u> Not Aware	

18. How effective, generally, was the in-service training (provided your para-professional/aide since September 1, 1977) in preparing and assisting your para-professional in the conduct of his/her activities in your classroom?

(NOT APPLICABLE)

_____ very effective	_____ somewhat ineffective
_____ reasonably effective	_____ very ineffective

19. Did you play a role in identifying/selecting Title I students this year?

10% yes

90% no

If yes, briefly describe your role: Review records concerning
age eligibility.

20. What do you believe are the specific strong points of the Title I program used in the Michigan Training Unit?

- a. Individualized program = 50%
 - b. Good staff that cooperates = 30%
 - c. Coordinator is an asset to the program = 30%
 - d. Materials and equipment = 30%
 - e. Organization of program = 20%
 - f. Social learning which helps adjustment = 10%
 - g. Quality of instruction = 10%
 - h. Talented teacher-aides = 10%
 - i. Results reflect success = 10%
 - j. C.B.I. program developed by Title I = 10%
 - k. Support from administration = 10%
 - l. Not aware = 10%
-
-
-
-

21. What, generally, are the weaknesses of a compensatory education program such as Title I?

- a. Title I students expect individualized attention which cannot be given once they leave the program = 20%
 - b. Title I students cannot take the initiative to work independently = 20%
 - c. Title I testing results are not accurate = 20%
 - d. It is too late to affect change = 10%
 - e. Poor student quality (I.Q. background, race) = 10%
 - f. Environment of a prison = 10%
 - g. Attitude and motivational level of students = 10%
 - h. Segregation of students with low ability = 10%
 - i. Other students cannot use resources = 10%
 - j. Does not stress vocational/career awareness = 10%
 - k. Does not teach penmanship or spelling = 10%
 - l. Should not limit program to those under 21 years of age = 10%
 - m. Students are too immature = 10%
 - n. Not aware = 20%
-
-
-

22. What do you believe are the specific weaknesses of the Title I program used in the Michigan Training Unit?

- a. None = 60%
 - b. Test results inflate ability/not accurate = 30%
 - c. Too many students to work with = 20%
 - d. Need to expand facilities/and number of classrooms = 20%
 - e. Need for a more transitional program between Title I and high school = 10%
 - f. Students are not in the program for a long enough period of time = 10%
 - g. Record keeping and paperwork = 10%
- _____
- _____
- _____

23. What actions would you take next year to improve the effectiveness of the services provided specifically by you for your Title I students?

- a. Expand the program/more funding = 40%
- b. Make known the objectives of the program/more information about Title I = 20%
- c. Revise the system of testing = 20%
- d. Keep the same/no change = 10%
- e. Hire aides for the vocational programs which receive a high number of Title I students = 10%
- f. Increase the coordination between Title I and regular program = 10%
- g. Increase the areas being taught beyond reading and mathematics = 10%
- h. More equipment and materials = 10%
- i. Need for a more diagnostic interpretation of student functioning = 10%
- j. More emphasis on vocational and occupational skills = 10%

!!! THANK YOU FOR YOUR COOPERATION !!!

APPENDIX H
TITLE I TEACHER SURVEY
PART II

PAGE 1

GRAND
VALLEY
STATE
COLLEGES

INSTRUCTIONAL STAFF QUESTIONNAIRE²³¹
MICHIGAN TRAINING UNIT
MICHIGAN DEPARTMENT OF CORRECTIONS
TITLE I EDUCATIONAL PROGRAM
FISCAL YEAR 1977 - 78

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

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THANK YOU, AGAIN

FAITE R-P, MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART II

INSTRUCTIONAL STAFF QUESTIONNAIRE-- M. T. U.

232

CONDUCTED BY FAITE R-P. MACK, PH.D.

TITLE I TEACHERS

N = 5

1. With regard to student achievement in reading and math, how would you rate your school (based on present performance)?

_____ among the best	_____ below average
<u>60%</u> better than average	_____ inferior
<u>20%</u> about average	<u>20%</u> Not Aware

2. With regard to student achievement in reading and math., how good a school do you think your school could be?

<u>40%</u> among the best	_____ below average
<u>20%</u> better than average	_____ inferior
<u>20%</u> about average	<u>20%</u> Not Aware

3. How would you rate the academic ability of students in your school when compared with other schools?

<u>non-Title I (students)</u>	<u>Title I (students)</u>
_____ ability here is much higher	_____
_____ ability here is somewhat higher	_____
_____ ability here is about the same	_____
_____ ability here is somewhat lower	<u>20%</u>
_____ ability here is much lower	<u>60%</u>
	Not Aware 20%

4. In general, how do you feel about the achievement of the students in your classroom?

<u>non-Title I</u>	<u>Title I</u>
_____ nearly all are achieving as well as they can	_____
_____ most are achieving as well as they can	<u>80%</u>
_____ some are achieving as well as they can	<u>20%</u>
_____ only a few are achieving as well as they can	_____

5. Considering the students in your classroom, how would you describe the average level of interest in learning?

233

<u>non-Title I</u>		<u>Title I</u>
_____	very high	_____
_____	high	<u>20%</u>
_____	average	_____
_____	low	<u>80%</u>
_____	very low	_____

6. How much would you say most of your students like school this year?

<u>non-Title I</u>		<u>Title I</u>
_____	very much	_____
_____	somewhat	<u>60%</u>
_____	not much	<u>20%</u>
_____	not at all	<u>20%</u>

7. How well informed do you feel you were as to what your institution's Title I program was trying to accomplish?

_____ very well informed
 _____ slightly informed
 _____ not well informed
 _____ not informed at all

8. In general, how much has your school's Title I program helped participating students in each of the following areas?

	<u>A great Deal</u>	<u>Somewhat</u>	<u>Not much</u>	<u>Not at all</u>	<u>Not Aware</u>
improving math skills	<u>80%</u>	<u>20%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
improving reading skills	<u>100%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
improving health care	<u>20%</u>	<u>40%</u>	<u>20%</u>	<u>-0-</u>	<u>20%</u>
improving self-concept	<u>60%</u>	<u>40%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

9. Which of the following is a fair description of the overall level of difficulty of the materials you have had available for use this year?

_____ the materials generally seem much too difficult for my students

100% the materials generally seem somewhat difficult for my students

_____ the materials generally seem appropriate in their level of difficulty for my students

_____ the materials generally seem somewhat easy for my students

_____ the materials generally seem much too easy for my students

10. Are you given enough instructional time so that you can adequately assist your students in their assignments?

<u>non-Title I</u>	<u>Title I</u>
_____ yes, always	<u>80%</u>
_____ yes, most of the time	<u>20%</u>
_____ yes, but only some of the time	_____
_____ no	_____

11. To what extent do you think that a teacher's ~~XXXXXX~~ attitude toward his/her students affects those students' academic achievement?

60% they have a substantial effect

40% they have some effect

_____ they have very little effect

_____ they have no effect

12. To what extent do you think that a teacher's/aide's methods of instruction affect his/her students' academic achievement?

100% they have a substantial effect

_____ they have some effect

_____ they have very little effect

_____ they have no effect

13. How would you compare the instructional program you use in your classroom with others you have seen or used?

40% clearly superior because: a. Delivery system is consistent
with the philosophy of an individualized program; b. Support from
the M.T.U. administration

60% better because: a. Completely individualized; b. Students
work at their own pace/can see immediate progress; c. Smaller classes
and more school hours.

 about the same: _____

 weaker because: _____

 clearly inferior because: _____

14. What do you consider to be the school's primary responsibility to students?

non-Title I

Title I

<u> </u> teaching of academic skills	<u>100%</u>
<u> </u> enhancing social skills	<u>100%</u>
<u> </u> personal growth and development	<u>100%</u>
<u> </u> educational/occupational aspirations	<u>80%</u>
<u> </u> other (describe) _____	<u>40%</u>

Know respect for law = 20%

Parental responsibility = 20%

15. How successful would you say your school has been with regard to student development in the following areas?

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL	NOT AWARE
<u>FOR NON-TITLE I STUDENTS</u>						
teaching of academic skills	<u>20%</u>	<u>20%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
enhancing of social skills	<u>-0-</u>	<u>-0-</u>	<u>80%</u>	<u>-0-</u>	<u>-0-</u>	<u>20%</u>
personal growth and development	<u>-0-</u>	<u>-0-</u>	<u>80%</u>	<u>-0-</u>	<u>-0-</u>	<u>20%</u>
educational/occupational aspirations	<u>-0-</u>	<u>-0-</u>	<u>60%</u>	<u>20%</u>	<u>-0-</u>	<u>20%</u>

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL
<u>FOR TITLE I STUDENTS</u>					
teaching of academic skills	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
enhancing of social skills	<u>-0-</u>	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
personal growth and development	<u>-0-</u>	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
educational/occupational aspirations	<u>-0-</u>	<u>20%</u>	<u>60%</u>	<u>20%</u>	<u>-0-</u>

16. What percentage of your non-instructional, correctional staff would you say take an active role in assuring that students receive a top quality education?

<u>non-Title I</u>	<u>Title I</u>
_____ 0%	_____
_____ 1 - 20%	_____ 40%
_____ 21 - 40%	_____
_____ 41 - 60%	_____ 20%
_____ 61 - 80%	_____ 20%
_____ 81 - 100%	_____ 20%

17. How effective, generally, was the in-service training (provided you since September 1, 1977) in preparing and assisting you in the conduct of your classroom activities?

20% very effective somewhat ineffective
60% reasonably effective 20% very ineffective

18. How effective, generally, was the in-service training (provided your para-professional/aide since September 1, 1977) in preparing and assisting your para-professional in the conduct of his/her activities in your classroom?

20% very effective somewhat ineffective
60% reasonably effective very ineffective

19. Did you play a role in identifying/ ^{20% Not Aware} selecting Title I students this year?

See Below yes

 no

If yes, briefly describe your role: _____

20% = Not sure who identifies students.

20% = Placement in specific class after identification as a Title I Student.

20% = Test and classify based on personal characteristics.

20. What do you believe are the specific strong points of the Title I program used in the Michigan Training Unit?

a. Instructional materials and resources = 80%

b. Competent teachers and aides = 40%

c. Individualized program = 40%

d. Small classes = 20%

e. Full-time aide = 20%

f. Students progress at their own pace = 20%

21. What, generally, are the weaknesses of a compensatory education program such as Title I?

a. Bureaucracy at every level = 20%

b. Too much record keeping = 20%

c. Low motivation of students = 20%

d. Lack of communication between the Lansing and Ionia Title I
offices = 20%.

e. Not Aware = 20%

22. What do you believe are the specific weaknesses of the Title I program used in the Michigan Training Unit?

- a. Difference in test scores between Jackson and M.T.U. = 20%

- b. Number of retarded students in Title I = 20%

- c. Not enough transitional (Junior High School) classes = 20%

- d. No way to remove students who lack motivation or are disruptive = 20%

- e. Not Aware = 20%

23. What actions would you take next year to improve the effectiveness of the services provided specifically by you for your Title I students?

- a. Increase the number of transitional (Junior High School) level classes = 20%

- b. Review present instructional materials and discard most = 20%

- c. Check the relevance of materials for the ethnic/racial materials at M.T.U. = 20%

- d. Improve the quality of instruction provided = 20%

- e. Improve the present exit system = 20%

- f. Hold an annual meeting for all Title I staff in Corrections = 20%

!!! THANK YOU FOR YOUR COOPERATION !!!

Special Notes:

APPENDIX I
TEACHER AIDE SURVEY
PART II

PAGE 1

GRAND
VALLEY
STATE
COLLEGES

242
INSTRUCTIONAL STAFF QUESTIONNAIRE
MICHIGAN TRAINING UNIT
MICHIGAN DEPARTMENT OF CORRECTIONS
TITLE I EDUCATIONAL PROGRAM
FISCAL YEAR 1977 - 78

Allendale, Michigan 49401 • 616/895-6611 • An Equal Opportunity Employer

THIS SECTION CONTAINS THE REMAINING QUESTIONS WHICH I EARLIER INDICATED I WOULD BE ASKING YOU CONCERNING THE TITLE I STUDY WE ARE UNDERTAKING. I APOLOGIZE FOR THE IMPOSITION, ESPECIALLY AT THIS PARTICULAR TIME IN THE SCHOOL YEAR. IT IS MY BELIEF, HOWEVER, THAT WITH YOUR CONTINUED COOPERATION WE WILL BE ABLE TO ASSIST IN IMPROVING THE DELIVERY OF SERVICES TO TITLE I IDENTIFIED STUDENTS.

THANK YOU, AGAIN

FAITE R-P. MACK, PH.D.
ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF
EDUCATION

PART II

INSTRUCTIONAL STAFF QUESTIONNAIRE-- M. T. U.

CONDUCTED BY FAITE R-P. MACK, PH.D.

243

TITLE I Teacher Aides Response by Percent (N = 5)

1. With regard to student achievement in reading and math, how would you rate your school (based on present performance)?

<u>20%</u> among the best	<u>10%</u> below average
<u>40%</u> better than average	<u> </u> inferior
<u>20%</u> about average	

2. With regard to student achievement in reading and math., how good a school do you think your school could be?

<u>20%</u> among the best	<u> </u> below average
<u>60%</u> better than average	<u> </u> inferior
<u>20%</u> about average	

3. How would you rate the academic ability of students in your school when compared with other schools?

<u>non-Title I (students)</u>	<u>Title I (students)</u>
<u> </u> ability here is much higher	<u> </u>
<u> </u> ability here is somewhat higher	<u> </u>
<u> </u> ability here is about the same	<u>40%</u>
<u> </u> ability here is somewhat lower	<u>60%</u>
<u> </u> ability here is much lower	<u> </u>

4. In general, how do you feel about the achievement of the students in your classroom?

<u>non-Title I</u>	<u>Title I</u>
<u> </u> nearly all are achieving as well as they can	<u> </u>
<u> </u> most are achieving as well as they can	<u>20%</u>
<u> </u> some are achieving as well as they can	<u>80%</u>
<u> </u> only a few are achieving as well as they can	<u> </u>

5. Considering the students in your classroom, how would you describe the average level of interest in learning?

<u>non-Title I</u>		<u>Title I</u>
_____	very high	_____
_____	high	_____
_____	average	_____
_____	low	<u>100%</u>
_____	very low	_____

6. How much would you say most of your students like school this year?

<u>non-Title I</u>		<u>Title I</u>
_____	very much	_____
_____	somewhat	<u>20%</u>
_____	not much	<u>60%</u>
_____	not at all	<u>20%</u>

7. How well informed do you feel you ~~work~~^{are} as to what your institution's Title I program was trying to accomplish?

60% very well informed
 _____ slightly informed
40% not well informed
 _____ not informed at all

8. In general, how much has your school's Title I program helped participating students in each of the following areas?

	<u>A great Deal</u>	<u>Somewhat</u>	<u>Not much</u>	<u>Not at all</u>
improving math skills	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
improving reading skills	<u>40%</u>	<u>60%</u>	<u>-0-</u>	<u>-0-</u>
improving health care	_____	_____	<u>80%</u>	<u>20%</u>
improving self-concept	<u>20%</u>	<u>20%</u>	<u>60%</u>	<u>-0-</u>

9. Which of the following is a fair description of the overall level of difficulty of the materials you have had available for use this year?

-0- the materials generally seem much too difficult for my students

20% the materials generally seem somewhat difficult for my students

80% the materials generally seem appropriate in their level of difficulty for my students

-0- the materials generally seem somewhat easy for my students

-0- the materials generally seem much too easy for my students

10. Are you given enough instructional time so that you can adequately assist your students in their assignments?

non-Title I

Title I

 yes, always

40%

 yes, most of the time

60%

 yes, but only some of the time

 no

11. To what extent do you think that a teacher's/aide's attitude toward his/her students affects those students' academic achievement?

100% they have a substantial effect

 they have some effect

 they have very little effect

 they have no effect

12. To what extent do you think that a teacher's/aide's methods of instruction affect his/her students' academic achievement?

80% they have a substantial effect

20% they have some effect

 they have very little effect

 they have no effect

13. How would you compare the instructional program you use in your classroom with others you have seen or used?

100% clearly superior because: Individualized - 40%; Student knows what is expected from him - 20%; Geared to their level - 20%; Materials and equipment adequate - 20%.

_____ better because: _____

_____ about the same: _____

_____ weaker because: _____

_____ clearly inferior because: _____

14. What do you consider to be the school's primary responsibility to students?

<u>non-Title I</u>	<u>Title I</u>
_____ teaching of academic skills	<u>80%</u>
_____ enhancing social skills	<u>80%</u>
_____ personal growth and development	<u>100%</u>
_____ educational/occupational aspirations	<u>60%</u>
_____ other (describe) _____	<u>20%</u>

Life Experience Skills - 1; Rehabilitation - 1;

Giving them something to do - 1.

15. How successful would you say your school has been with regard to student development in the following areas? 247

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL
<u>FOR NON-TITLE I STUDENTS</u>					
teaching of academic skills	—	<u>20%</u>	<u>60%</u>	<u>20%</u>	—
enhancing of social skills	—	<u>20%</u>	<u>20%</u>	<u>60%</u>	—
personal growth and development	—	<u>20%</u>	<u>80%</u>	—	—
educational/occupational aspirations	—	<u>20%</u>	<u>40%</u>	<u>20%</u>	<u>20%</u>

	VERY SUCCESSFUL	SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT VERY SUCCESSFUL	VERY UNSUCCESSFUL
<u>FOR TITLE I STUDENTS</u>					
teaching of academic skills	—	<u>60%</u>	<u>20%</u>	—	—
enhancing of social skills	—	<u>20%</u>	<u>60%</u>	<u>20%</u>	—
personal growth and development	—	<u>20%</u>	<u>60%</u>	<u>20%</u>	—
educational/occupational aspirations	—	—	<u>40%</u>	<u>40%</u>	<u>20%</u>

16. What percentage of your non-instructional, correctional staff would you say take an active role in assuring that students receive a top quality education?

non-Title 1

Title I

08

207

1 - 20%

60%

21 - 40%

41 - 60%

61 - 80%

81 - 100%

20%

17. How effective, generally, was the in-service training (provided you since September 1, 1977) in preparing and assisting you in the conduct of your classroom activities?

very effective

20% somewhat ineffective

40% reasonably effective

40% very ineffective

20% not aware

18. How effective, generally, was the in-service training (provided your para-professional/aide since September 1, 1977) in preparing and assisting your para-professional in the conduct of his/her activities in your classroom? (NOT APPLICABLE)

very effective

somewhat ineffective

reasonably effective

very ineffective

19. Did you play a role in identifying/selecting Title I students this year?

yes

100% no

If yes, briefly describe your role:

20. What do you believe are the specific strong points of the Title I program used in the Michigan Training Unit?

- a. Materials (40%)
- b. Program specifies certain objectives and goals (40%)
- c. Individualized program (40%)
- d. Aides with college degrees (20%)
- e. Administrators want the program to succeed (20%)
- f. Teachers are well trained (20%)
- g. Emphasis on reading and mathematics skills (20%)
- _____
- _____
- _____

21. What, generally, are the weaknesses of a compensatory education program such as Title I?

- a. Students are not treated as adults or persons (40%)
- b. Students are too frequently called "do-do" or "dum-dum" (20%)
- c. Students are not really challenged by the instruction (20%)
- d. Total number of students seen by a teacher is too high (90 or more per day). (20%)
- e. Paperwork takes too much time (20%)
- f. Students are too concerned with the tests (20%)
- g. Students cannot apply what has been "taught". (20%)
- h. Not aware (20%)
- _____

22. What do you believe are the specific weaknesses of the Title I program used in the Michigan Training Unit?

a. Testing procedures are poor or inaccurate (60%)

b. C.B.I. does not reflect knowledge (20%)

c. Open-classroom does not meet the needs of this unique program (20%)

d. Instruction is not challenging (20%)

e. Teachers do not work to help the real lower-level students (20%)

23. What actions would you take next year to improve the effectiveness of the services provided specifically by you for your Title I students?

a. Start small group instruction (40%)

b. Increase activities that improve the rate of retention (20%)

c. Specify a higher level of competence before completion of program (20%)

d. Choose tests so staff will have more input (20%)

e. Order more audio-visual equipment (20%)

f. Order more supplemental materials (20%)

g. Aides need more responsibility in planning, organizing and managing the curriculum (20%)

h. Need for exhibits and displays in the classroom (20%)

!!! THANK YOU FOR YOUR COOPERATION !!!

APPENDIX J
SURVEY OF SCHOOL ATTITUDES

MACK SURVEY OF SCHOOL ATTITUDES

DEVELOPED BY: FAITE R-P, MACK, PH.D.



L I K E

NOT SURE OR
DON'T CARE

D I S L I K E



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MACK SURVEY OF SCHOOL ATTITUDES

Response by Percent *

N = 30

253

SAMPLE ITEM A

I ENJOY EATING ICE CREME CONES:



☺ LIKE

☹ Not Sure or Don't Care

☹ DISLIKE

SAMPLE ITEM B

I LIKE TO WASH FLOORS:



☺ LIKE

☹ Not Sure or Don't Care

☹ DISLIKE

1. LEARNING WHAT NUMBERS MEAN:

1,000 = one thousand

93%

☺ LIKE

1,000,000 = one million

7%

☹ Not Sure or Don't Care

2. FINDING OUT HOW DIFFERENT PEOPLE LIVE:

-0-

☹ DISLIKE



80%

☺ LIKE

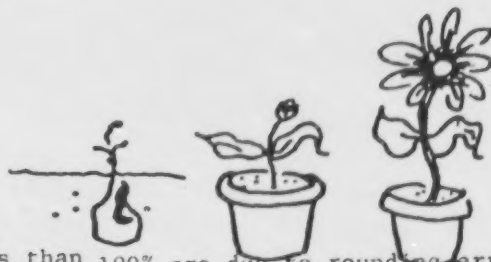
20%

☹ Not Sure or Don't Care

-0-

☹ DISLIKE

3. SEEING HOW PLANTS GROW:



70%

☺ LIKE

23%

☹ Not Sure or Don't Care

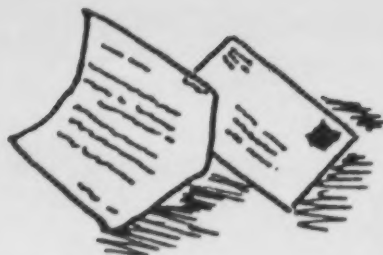
7%

☹ DISLIKE

*Totals more or less than 100% are due to rounding error

4. WRITING LETTERS TO FRIENDS:

254



87%	😊 LIKE
13%	😐 Not Sure or Don't Care
-0-	😞 DISLIKE

5. ADDING NUMBERS:

$$\begin{array}{r} 29 \\ + 17 \\ \hline \end{array}$$

97%	😊 LIKE
3%	😐 Not Sure or Don't Care
-0-	😞 DISLIKE

6. LEARNING ABOUT CITIES:



90%	😊 LIKE
7%	😐 Not Sure or Don't Care
3%	😞 DISLIKE

7. STUDYING ABOUT THE STARS:



60%	😊 LIKE
27%	😐 Not Sure or Don't Care
13%	😞 DISLIKE

8. READING TO FRIENDS:



73%	😊 LIKE
13%	😐 Not Sure or Don't Care
13%	😞 DISLIKE

9. TELLING WHICH NUMBER COMES NEXT IN THE SERIES:

12 15 18 ?

67%	😊 LIKE
27%	😐 Not Sure or Don't Care
7%	😞 DISLIKE

10. LEARNING ABOUT OUR COUNTRY:

255



83% LIKE
17% Not Sure or Don't Care
-0- DISLIKE

11. FINDING OUT WHAT DIFFERENT ANIMALS EAT:



73% LIKE
23% Not Sure or Don't Care
3% DISLIKE

12. MAKING WORDS THAT SOUND ALIKE:

PUFF - TOUGH
LEAVE - RECEIVE

73% LIKE
23% Not Sure or Don't Care

13. MULTIPLYING BIG NUMBERS:

69753
x 726

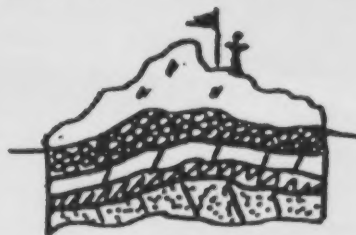
3% DISLIKE
73% LIKE
17% Not Sure or Don't Care
10% DISLIKE

14. FINDING OUT ABOUT THE PRESIDENT'S JOB:



67% LIKE
30% Not Sure or Don't Care
3% DISLIKE

15. LEARNING ABOUT ROCK FORMATIONS UNDER THE GROUND:



40%

😊 LIKE

43%

😐 Not Sure or
Don't Care

17%

😞 DISLIKE

16. READING STORIES:



93%

😊 LIKE

-0-

😐 Not Sure or
Don't Care

7%

😞 DISLIKE

17. FINDING THE MISSING NUMBER:

$$\underline{\quad} + 132 = 136$$

90%

😊 LIKE

$$\underline{\quad} + 8 = 10$$

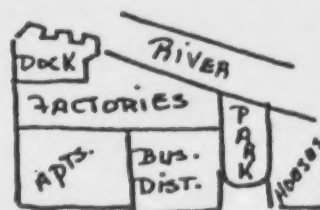
7%

😐 Not Sure or
Don't Care

3%

😞 DISLIKE

18. LEARNING ABOUT DIFFERENT PARTS OF A CITY FROM A MAP:



87%

😊 LIKE

7%

😐 Not Sure or
Don't Care

7%

😞 DISLIKE

19. WORKING WITH MAGNETS:



27%

😊 LIKE

50%

😐 Not Sure or
Don't Care

23%

😞 DISLIKE

20. FINDING WORDS THAT HAVE THE SAME MEANING:

MARVELOUS = ROCKY WONDERFUL TINY

87%

😊 LIKE

10%

😐 Not Sure or
Don't Care

3%

😞 DISLIKE

21. DOING HARD SUBTRACTION PROBLEMS:

72145

-9897

77%

😊 LIKE

13%

😐 Not Sure or
Don't Care

10%

😞 DISLIKE

22. READING BOOKS ABOUT HISTORY:



83%

😊 LIKE

10%

😐 Not Sure or
Don't Care

7%

😞 DISLIKE

23. LEARNING ABOUT DIFFERENT PARTS OF THE BODY:



87%

😊 LIKE

13%

😐 Not Sure or
Don't Care

-0-

😞 DISLIKE

24. LISTENING TO POEMS:



73%

😊 LIKE

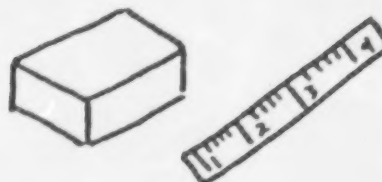
13%

😐 Not Sure or
Don't Care

13%

😞 DISLIKE

25. MEASURING THINGS:



70%

😊 LIKE

17%

😐 Not Sure or
Don't Care

13%

😞 DISLIKE

26. LEARNING ABOUT DIFFERENT WAYS TO TRAVEL:



87%

😊 LIKE

7%

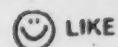
😐 Not Sure or
Don't Care

7%

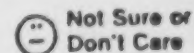
😞 DISLIKE

27. FINDING OUT HOW MOTORS WORK:

77%



17%



7%

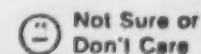


28. TELLING STORIES TO MY FRIENDS:

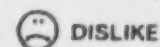
63%



23%



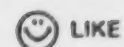
13%



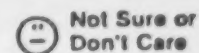
29. DIVIDING NUMBERS:

$$16 \div 4 = \underline{\quad}$$

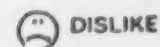
77%



13%



10%

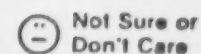


30. STUDYING THE WEATHER IN DIFFERENT PLACES:

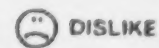
53%



33%



13%

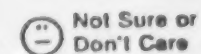


31. LEARNING HOW PROPELLERS MOVE SHIPS:

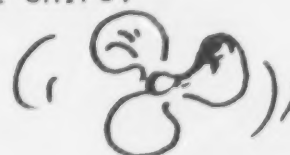
47%



37%



17%

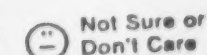


32. USING THE ENCYCLOPEDIA:

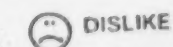
73%



17%



10%



33. SOLVING WORD PROBLEMS:

" A new Basketball cost \$4.50 plus 5% sales tax. How much does the Basketball cost including tax?"

77%

😊 LIKE

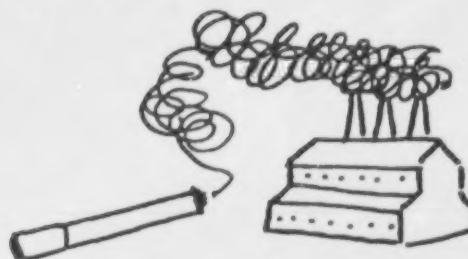
17%

😐 Not Sure or Don't Care

7%

😞 DISLIKE

34. LEARNING WHAT CAUSES POLLUTION:



67%

😊 LIKE

33%

😐 Not Sure or Don't Care

-0-

😞 DISLIKE

35. STUDYING ABOUT THINGS THAT LIVE IN THE WATER:



70%

😊 LIKE

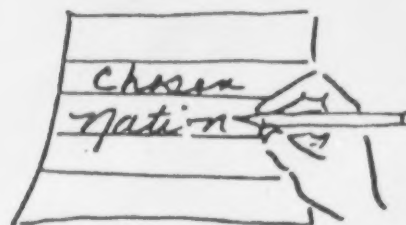
20%

😐 Not Sure or Don't Care

10%

😞 DISLIKE

36. LEARNING TO SPELL:



90%

😊 LIKE

10%

😐 Not Sure or Don't Care

-0-

😞 DISLIKE

37. FINDING OUT ABOUT DIFFERENT KINDS OF NUMBERS:

$$x = 10$$

$$v = 5$$

$$xv = 15$$

83%

😊 LIKE

7%

😐 Not Sure or Don't Care

10%

😞 DISLIKE

38. LEARNING ABOUT THE KINDS OF BUILDINGS MADE BY DIFFERENT PEOPLE.



73%

😊 LIKE

17%

😐 Not Sure or Don't Care

3%

😞 DISLIKE

39. FINDING OUT WHAT CAUSES STORMS:

260



70% 😊 LIKE
23% 😐 Not Sure or Don't Care
7% ☹️ DISLIKE

40. GETTING A BOOK AS A GIFT:



90% 😊 LIKE
7% 😐 Not Sure or Don't Care
3% ☹️ DISLIKE

41. LEARNING ABOUT FRACTIONS:

$$\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$$

73% 😊 LIKE
17% 😐 Not Sure or Don't Care
10% ☹️ DISLIKE

42. FINDING OUT HOW COURTS AND JUDGES WORK:



87% 😊 LIKE
10% 😐 Not Sure or Don't Care
33% ☹️ DISLIKE

43. LEARNING ABOUT SOLIDS, LIQUIDS, AND GASES:



77% 😊 LIKE
17% 😐 Not Sure or Don't Care
7% ☹️ DISLIKE

44. READING POEMS:

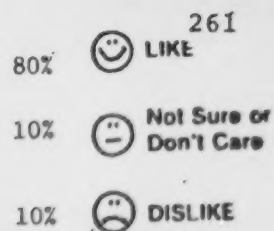
THE FAT MAN RAN,
HE LOST THE TIN PAN.

67% 😊 LIKE
10% 😐 Not Sure or Don't Care
23% ☹️ DISLIKE

45. MULTIPLYING NUMBERS IN DIFFERENT WAYS:

$$15 \times 3 = (10 + 5) \times 3$$

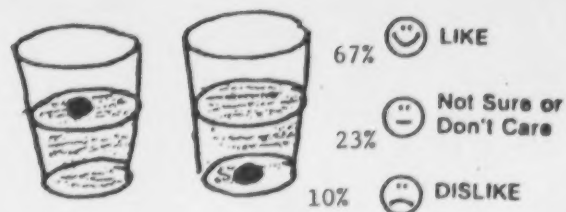
$$12 = (2 \times 2) \times 3$$



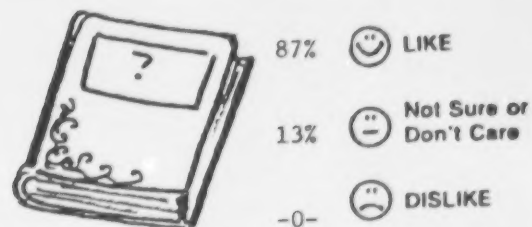
46. LEARNING ABOUT DIFFERENT GROUPS OF PEOPLE:



47. FINDING OUT WHY SOME THINGS FLOAT:



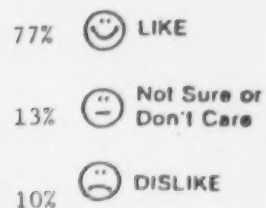
48. MAKING UP A TITLE FOR A STORY:



49. LEARNING ABOUT WEIGHTS:

$$1 \text{ KILOGRAM} = 2.2 \text{ LBS.}$$

$$1 \text{ POUND} = 16 \text{ OZ.}$$



50. STUDYING ABOUT FAMOUS PEOPLE:



51. LEARNING ABOUT INSECTS:



57%

LIKE

30%

Not Sure or Don't Care

13%

DISLIKE

52. GOING TO THE LIBRARY:



90%

LIKE

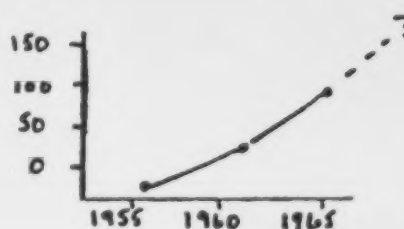
7%

Not Sure or Don't Care

3%

DISLIKE

53. LEARNING HOW TO USE CHARTS:



77%

LIKE

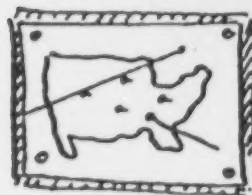
17%

Not Sure or Don't Care

7%

DISLIKE

54. USING MAPS:



87%

LIKE

10%

Not Sure or Don't Care

3%

DISLIKE

55. FINDING OUT HOW THE HEART WORKS:



83%

LIKE

13%

Not Sure or Don't Care

3%

DISLIKE

56. WRITING REPORTS:



67%

LIKE

23%

Not Sure or Don't Care

10%

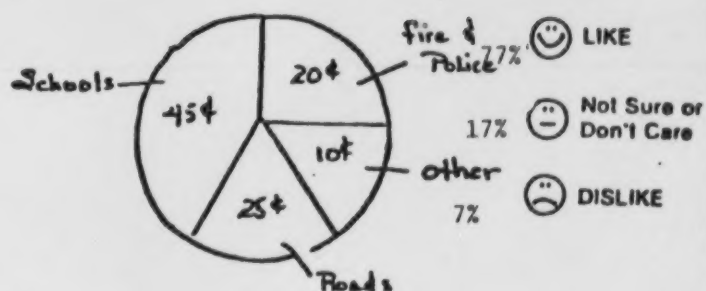
DISLIKE

57. WORKING WITH SETS IN ARITHMETIC:

$$X = \{\Delta, \star\} \quad Y = \{0, \square, \textcircled{E}\}$$

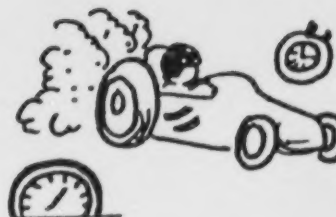
63% 😊 LIKE
23% 😐 Not Sure or Don't Care
13% ☹️ DISLIKE

58. LEARNING WHAT TAXES PAY FOR:



77% 😊 LIKE
17% 😐 Not Sure or Don't Care
7% ☹️ DISLIKE

59. MEASURING HOW FAST THINGS GO:



70% 😊 LIKE
20% 😐 Not Sure or Don't Care
10% ☹️ DISLIKE

60. CHOOSING A GOOD WORD FOR A SENTENCE:

JOHN IS NOT SAD,
HE IS VERY _____.

87% 😊 LIKE
7% 😐 Not Sure or Don't Care
7% ☹️ DISLIKE

STOP

STOP

STOP

STOP

STOP

STOP

STOP

STOP

APPENDIX K
MACK "THINGS ABOUT MYSELF" SELF-CONCEPT INVENTORY

" Things About Myself "
ADULT SELF-PERCEPTION INVENTORY

265

by Faite R-P. Mack, Ph.D.

Name _____

I.D. _____

Sex _____ Ethnic Background _____

Who Am I: I am _____

Administered by _____

Title _____

Total Test Score Mean _____

Agree _____

AGREE

NO

COMMENT

DISAGREE

No Comment _____

Disagree _____



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The statements in this booklet are about matters that have bothered adults all over the country. You will recognize some of them as things that have been troubling you; others may not apply to you, yet cause you concern; still others may not apply to you at all.

Read or listen to each statement in this questionnaire carefully. If it expresses something that is a problem to you, mark one of the responses after each statement.

REMEMBER, YOU MUST RESPOND TO EVERY STATEMENT !!!

The statements look like this:

Example 1:

I do not like to scrub floors...

AGREE	NO COMMENT	DISAGREE
		

AS YOU MARK EACH STATEMENT, USE AN "X" TO SHOW THE WAY YOU FEEL ABOUT IT:

If you agree with the statement mark

AGREE ...


AGREE	NO COMMENT	DISAGREE
		

If you have no comment about the statement mark

NO
COMMENT ...


AGREE	NO COMMENT	DISAGREE
		

If you disagree with the statement, mark

DISAGREE ...


AGREE	NO COMMENT	DISAGREE
		

Let's try three practice statements:

Example 2:

I do not like candy...

AGREE



NO
COMMENT



DISAGREE



Example 3:

I do not like television...

AGREE



NO
COMMENT



DISAGREE



Example 4:

I do not like to sleep very late in the morning...

AGREE



NO
COMMENT



DISAGREE



REMEMBER, THIS QUESTIONNAIRE IS NOT A TEST, SO DO NOT HESITATE TO MARK THE STATEMENTS AS YOU FEEL. YOUR ANSWERS WILL NOT AFFECT YOUR STANDING OR STATUS IN ANY WAY. MARKING THE STATEMENTS SHOULD HELP US TO BETTER UNDERSTAND YOUR FEELINGS BETTER.

REMEMBER, MAKE JUST ONE MARK FOR EACH STATEMENT...

Go to the following page.

THINGS ABOUT MYSELF.....

1. I am a slow reader...

50%
AGREENO 13%
COMMENT20%
DISAGREE

2. I wish I were smarter...

80%
AGREENO 3%
COMMENT17%
DISAGREE

3. I am afraid to raise my hand and talk in a group or people...

17%
AGREENO 23%
COMMENT60%
DISAGREE

4. I wish I could have nicer clothes...

60%
AGREENO 17%
COMMENT23%
DISAGREE

5. I wish I could talk better...

43%
AGREENO 30%
COMMENT43%
DISAGREE

6. I wish I were nicer looking...

30%
AGREENO 40%
COMMENT30%
DISAGREE

7. I am too tall...

13%
AGREENO 17%
COMMENT70%
DISAGREE

8. I am too short...

20%
AGREENO 13%
COMMENT67%
DISAGREE

9. I am too fat...

13%
AGREE



NO 20%
COMMENT



67%
DISAGREE



10. I am too thin...

13%
AGREE



NO 20%
COMMENT



67%
DISAGREE



11. I am too bashful...

17%
AGREE



NO 33%
COMMENT



50%
DISAGREE



12. I am too careless...

17%
AGREE



NO 33%
COMMENT



50%
DISAGREE



13. I don't have as much fun as my friends...

20%
AGREE



NO 17%
COMMENT



63%
DISAGREE



14. I make too many mistakes...

23%
AGREE



NO 17%
COMMENT



60%
DISAGREE



15. I don't see much future for myself...

10%
AGREE



NO 17%
COMMENT



73%
DISAGREE



16. I get excited too easily...

20%
AGREE



NO 13%
COMMENT



67%
DISAGREE



17. I have trouble keeping my temper...

30%
AGREE



NO 13%
COMMENT



57%
DISAGREE



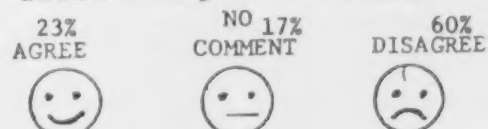
18. I worry about too many little things...



19. I am too nervous...



20. I feel too guilty about things I have done...



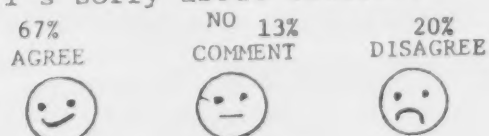
21. My feelings are too easily hurt...



22. I don't like to take responsibility...



23. I often do things I'm sorry about later...



24. I don't do well on tests...



25. I am afraid to speak up in a group...



26. I am afraid of making mistakes...

33%
AGREE

NO 13%
COMMENT

53%
DISAGREE



27. Everything I do goes wrong...

13%
AGREE

NO 13%
COMMENT

73%
DISAGREE



28. I don't like the color of my eyes...

10%
AGREE

NO 13%
COMMENT

67%
DISAGREE



29. I don't like my hair...

20%
AGREE

NO 13%
COMMENT

67%
DISAGREE



30. I don't like my teeth...

23%
AGREE

NO 10%
COMMENT

67%
DISAGREE



31. I don't like the complexion of my skin...

10%
AGREE

NO 23%
COMMENT

67%
DISAGREE



32. I don't think people like me...

10%
AGREE

NO 17%
COMMENT

73%
DISAGREE



33. I don't make new friends very easily...

33%
AGREE

NO 17%
COMMENT

50%
DISAGREE



34. I don't think I am a good listener...

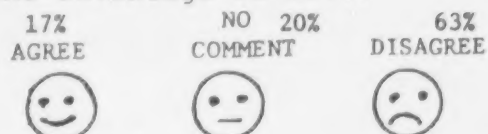
30%
AGREE

NO 10%
COMMENT

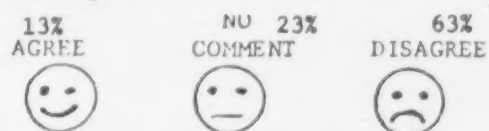
60%
DISAGREE



35. I think people take advantage of me...



36. I don't think my family likes me...



37. I don't have very good table manner...



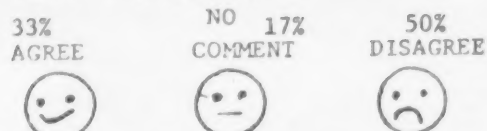
38. I don't want to become a leader in my group...



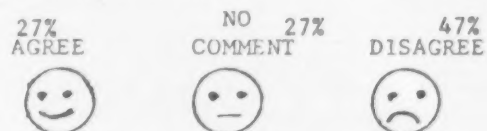
39. I don't have very many good friends...



40. I get blamed for too many things...



41. I am not very good at things I do...



42. People often use words I don't know...



43. People do not like the way I look...

17%
AGREE

NO 33%
COMMENT

50%
DISAGREE



44. My family does not like the way I look..

13%
AGREE

NO 27%
COMMENT

60%
DISAGREE



45. People do not like the way I behave...

13%
AGREE

NO 50%
COMMENT

37%
DISAGREE



46. I seldom get recognition for the work I do...

30%
AGREE

NO 30%
COMMENT

40%
DISAGREE



47. People seldom try to please me...

23%
AGREE

NO 40%
COMMENT

37%
DISAGREE



48. My family does not like the way I behave...

30%
AGREE

NO 30%
COMMENT

40%
DISAGREE



49. I do not like myself...

20%
AGREE

NO 17%
COMMENT

63%
DISAGREE



50. I am not happy...

37%
AGREE

NO 23%
COMMENT

50%
DISAGREE



STOP STOP STOP STOP STOP STOP STOP STOP STOP

APPENDIX L
STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

1. My teachers listen to me.



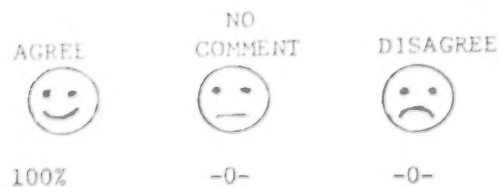
2. My teachers are fair in their treatment of students.



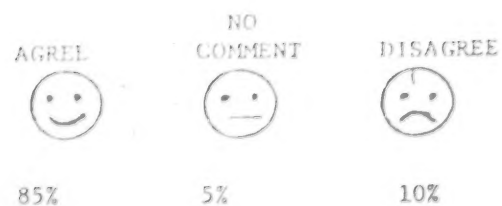
3. My teachers give me homework.



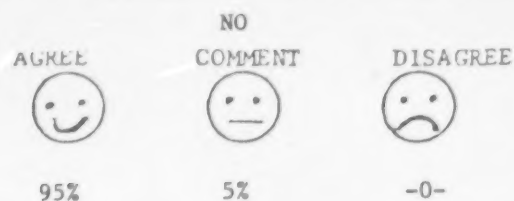
4. My teachers allow me to ask questions.



5. My teachers treat students with respect.



6. My teachers explain the assignments so that I can understand them.



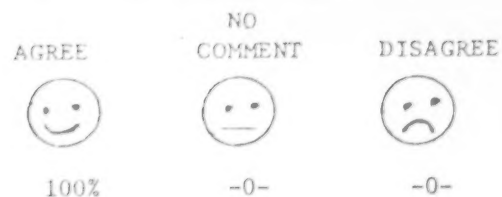
7. I like the materials used in my reading class.



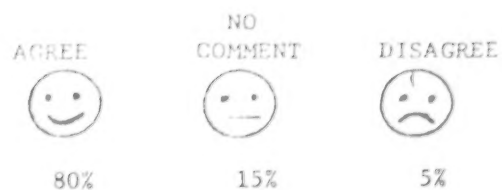
8. I like the materials used in my mathematics class.



9. My teachers explain the material so that I can understand them.



10. I feel comfortable talking to my teachers.



11. I feel my teachers are friends.



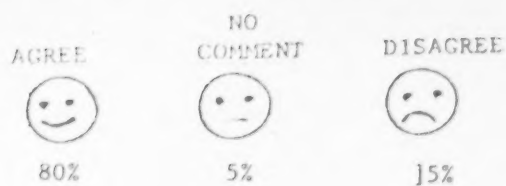
12. I can discuss personal problems with my teachers.



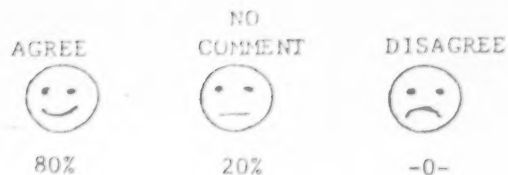
13. I like being in this school program.



14. I like the way I am learning.



15. There is enough material available in this program to complete my assignment.



16. The reason for taking tests has been explained to me.



17. My teachers understand what they teach.



18. I am doing O.K. in this school program.



19. I am doing my best in reading.



20. I am doing my best in mathematics.



21. I would like to stay in this school program.

